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ABSTRACT

This report summarizes ACT assessment scores of students attending Great City Schools (GCS) between 1990-99, examining achievement gaps by course preparation, race, gender, and poverty. Data included ACT composite scores and scores in English, reading, math, and science reasoning. The total number of ACT test-takers increased nationally by 20 percent. GCS test-takers increased by 16 percent. About 71 percent of GCS test-takers were minorities, and 62 percent were female (similar to national percentages). The average ACT composite score (18.9) in the GCS did not change between 1990 and 1999; the average ACT composite score nationally increased from 20.6 to 21.0. The percentage of GCS test-takers who had taken a core academic sequence of courses increased significantly. Average ACT composite scores ranged from 17.5 percent in the most impoverished GCS districts to 20.7 percent in the least impoverished districts. Average GCS composite test scores increased among all groups except Asian Americans and Mexican Americans. Achievement gaps between White and African American GCS students were similar to national gaps. ACT content scores and composite scores differed by race/ethnicity. GCS females scored higher in English and reading, and males scored higher in math and science reasoning. The fastest improving GCS districts between 1990-99 were New York City, Pittsburgh, Mesa, St. Louis, and Anchorage. Document includes 54 figures and the following appendices: (1) Definition of "Core" and "Less than Core" Academic Preparation; (2) Number of Students Tested by GCS District; and (3) Primary Test for College Placement by GCS District. (SM)

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A Decade of ACT Results in the Nation's Urban Schools 1990-1999

A Report on Urban Student Achievement and Course Taking

The Council of the Great City Schools and ACT

March 2001

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EXECUTIVE SUMMARY

A Decade of ACT Results in the Nation's Urban Schools 1990-1999: A Report on Urban Student Achievement and Course Taking summarizes ACT assessment scores of students attending one of the Great City Schools (GCS). This report was prepared by the Council of the Great City Schools and ACT to track urban student performance between 1990 and 1999 and to examine achievement gaps by course preparation, race, gender, and poverty.

A. CHARACTERISTICS OF GCS AND NATIONAL ACT TEST-TAKERS

- The total number of ACT test-takers nationally increased by about 20% between 1990 and 1999, compared with an increase in the GCS of about 16%.

- About 71% of all ACT test-takers in the GCS in 1999 were children of color; approximately 72% of all ACT test-takers nationally were White.

- Approximately 62% of all ACT test-takers in the GCS were female in 1999; about 57% of all ACT test-takers nationally were female.

B. AVERAGE ACT COMPOSITE AND CONTENT AREAS

- The average ACT composite score (18.9) in the GCS did not change between 1990 and 1999; the average ACT composite score nationally increased from 20.6 to 21.0.

- The average ACT Math score in the GCS increased from 18.6 in 1990 to 19.0 in 1999; the average ACT Math score nationally increased from 19.9 to 20.7.

- The average ACT Reading score in the GCS (19.1) did not change between 1990 and 1999; the average ACT Reading score nationally increased slightly from 21.3 to 21.4.

C. ACT SCORES BY PREPARATION LEVEL AND COURSE PATTERN

- The percentage of ACT test-takers in the GCS who had taken a core academic sequence of courses increased from 44% in 1990 to 60% in 1999; and the same percentage nationally.

- The average ACT composite score among core course takers in the GCS was 19.8 in 1999; the composite score among non-core course takers in the GCS was 17.6.

- The average ACT composite score among core course takers in the GCS decreased from 20.5 in 1990 to 19.8 in 1999; the average composite score among core course takers nationally decreased from 22.3 to 22.0.

- The average ACT composite and content area scores among core course takers in the GCS and the nation decreased or remained the same from 1990 to 1999; generally, the average composite and content area scores among non-core course takers in the nation and GCS increased or remained the same.

D. ACT Composite and Content Area Scores by Poverty

- The average ACT composite score was 17.5 in GCS districts with the highest poverty rates; 19.8 in districts with moderate poverty rates; and 20.7 in districts with poverty rates under 33%.

- The average ACT composite, Reading, and Math scores increased in the poorest GCS between 1990 and 1999.

- GCS districts with the least poverty had an average ACT composite score in 1999 that was only 0.3 points lower than the national average; an average English score that was only 0.7 points lower; an average Reading score that was 0.4 points lower; an average Math score that was 0.2 points higher; and an average Science Reasoning score that was 0.5 points lower.

E. ACT Composite Scores by Race/Ethnicity and Academic Preparation

- The average ACT composite scores in the GCS increased among White, Hispanic/Puerto Rican, African American, and American Indian/Native American students between 1990 and 1999 and decreased among Asian American and Mexican American/Chicano students.

- The average ACT composite score gap between White and African American students in the GCS was similar to the achievement gap nationally.

- The average ACT composite score for African American students in the GCS who had taken a core sequence of courses was 17.4 in 1999; the average score among African American students who did not take the core coursework was 15.8, a difference of 1.6 points.

F. ACT Content Scores by Race/Ethnicity

- The average ACT Reading score for White students in the GCS was 22.5 in 1999; for American Indian/Native American students was 19.7; for Asian American students was 19.1; for Hispanic/ Puerto Rican students was 18.9; for Mexican/Chicano students was 17.7; and for African American students was 16.8.

- The average ACT Math score for White and Asian American students in the GCS was 21.5 in 1999; for American Indian/Native American and Hispanic/Puerto Rican students was 18.9; for Mexican/Chicano students was 18.0; and for African American students was 16.6.

- The achievement gap between White and African American students in the GCS was largest in ACT Reading, 5.7 points, but similar in size to the gaps nationally.

G. ACT Composite and Content Area Gaps by Race

- ACT composite score gaps between White and African American students in the GCS increased from 4.9 points in 1990 to 5.2 points in 1999; the gaps between White and African American students nationally increased from 4.6 points to 5.0 points.

- ACT composite score gaps between White and Hispanic/Puerto Rican students in the GCS decreased from 3.7 points in 1995 to 3.2 points in 1999; the gaps between White and Hispanic/ Puerto Rican students nationally decreased from 3.5 points to 3.0 points.

- ACT composite score gaps between White and Mexican American/Chicano students in the GCS increased from 4.9 points in 1990 to 5.2 points in 1999; the gaps between White and Mexican American/Chicano students nationally increased from 4.6 points to 5.0 points.

H. ACT Content and Composite Scores by Gender and Race/Ethnicity

- GCS females scored higher in English and Reading than males in 1999.
- GCS males scored higher in Math and Science Reasoning in 1999 than females.
- The ACT composite score gap between White and African American males and females increased slightly nationally and in the GCS between 1990 and 1999.

I. Most Improved Districts 1990-1999

- The New York City Public Schools improved more than any other GCS district between 1990 and 1999 on average ACT composite scores, English, and Math.
- The Oakland Public Schools improved more than any other GCS district on average ACT Reading, and Science Reasoning scores.
- The five fastest improving GCS districts between 1990 and 1999 on ACT composite scores were New York City, Pittsburgh, Mesa, St. Louis, and Anchorage.

I. INTRODUCTION

The Council of the Great City Schools (CGCS) and ACT published their first report on the effect of high school course-taking patterns on urban public schools in 1998.

That report, *Charting the Right Course*, showed that students who take college-preparatory coursework—including four years of English, three or more years of mathematics beginning with Algebra I, three or more years of social studies, and three or more years of science—earn higher ACT scores than students who do not take these core courses. They are also better prepared for college. The report provided strong evidence, moreover, that it is important for students to take not only the right number of courses, but also the most rigorous ones.

The second report by the Council and ACT, *Gateways to Success*, examined two years of trend data on urban student performance. Like the first report, the second one examined how ACT scores were affected by course-taking patterns, school-system size, student ethnicity, gender, and poverty. The report also contained a detailed description of the kind of coursework and performance standards that competitive colleges and universities were looking for when reviewing entrance applications.

This third report, *A Decade of ACT Results in the Nation's Urban Schools*, examines ten years of trend data on the Great City Schools (GCS). It also compares and contrasts those urban trends with national ones. The report breaks new ground by looking at urban and national achievement gaps over time. All trend data and gaps are reported by race, gender, course preparation, poverty, and subject area.

Readers should keep in mind that the ACT assessment and other college entrance examination data are "lagging indicators" in the sense that they often reflect changes in educational programs and policies put into place as long as a decade earlier. Changes over the last five years or so may not necessarily be reflected in the ACT scores presented in this report. Still, the Council and ACT hope that the results are a constructive and helpful addition to efforts to improve the quality of education in the nation's Great City Schools.

II. Data Collection and Analysis

ACT provided assessment results on test-takers in 57 Great City School (GCS) districts in 1990, 1995, 1996, 1997, 1998, and 1999. Data included ACT composite scores and scores in English, Reading, Math, and Science Reasoning. Test score data were analyzed using the following other variables:

Academic preparation
Gender
Race/ethnicity
Concentration of poverty

The study places special emphasis on achievement gaps by race/ethnicity.

Readers should note that the number and percentage of students who take the ACT Assessment vary widely from city to city. A list of districts on which this report was based is included in the appendices. The list also includes the number of test-takers per city. Finally, the appendices indicate which college admission exam, ACT or SAT, is the more commonly administered in each city.

III. Summary of Findings

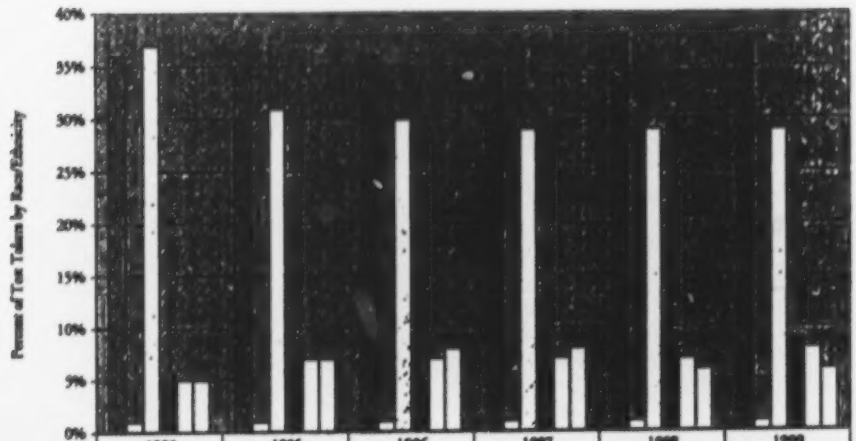
A. Characteristics of GCS and National ACT Test-Takers

- The total number of all ACT test-takers nationally increased from 817,096 in 1990 to 1,019,053 in 1999 (19.8%); the number of all ACT test-takers in the GCS increased from 53,901 in 1990 to 64,305 in 1999 (16.2%). (*Figure 1*)
- GCS districts test about six percent of the total number of ACT test-takers nationally. (*Figure 1*)
- The proportion of all ACT test-takers nationally found in city schools did not change substantially between 1990 and 1999. (*Figure 1*)
- About 71% of all ACT test-takers in the GCS in 1999 were children of color; approximately 72% of all ACT test-takers nationally were White. (*Figures 2 and 3*)
- The percentage of all ACT test-takers in the GCS who were African American increased from 36% in 1990 to 38% in 1999; the percentage of all ACT test-takers nationally who were African American grew from 9% in 1990 to 10% in 1999. (*Figure 2 and 3*)
- The percentage of all ACT test-takers in the GCS who were Mexican American increased from 5% in 1990 to 9% in 1999; the percentage of all ACT test-takers nationally who were Mexican American increased from 3% in 1990 to 4% in 1999. (*Figures 2 and 3*)
- The percentage of all ACT test-takers in the GCS who were White decreased from 37% in 1990 to 29% in 1999; the percentage of all ACT test-takers nationally who were White decreased from 74% in 1990 to 72% in 1999. (*Figures 2 and 3*)
- Approximately 62% of all ACT test-takers in the GCS were female in 1999; about 57% of all ACT test-takers nationally were female. (*Figure 4*)

Figure 1
Number of ACT Test-Takers: 1990, 1995-1999

	1990	1995	1996	1997	1998	1999
GCS Total	53,901	63,807	62,970	66,386	62,978	64,305
Nation Total	817,096	945,369	924,663	959,301	997,069	1,019,053

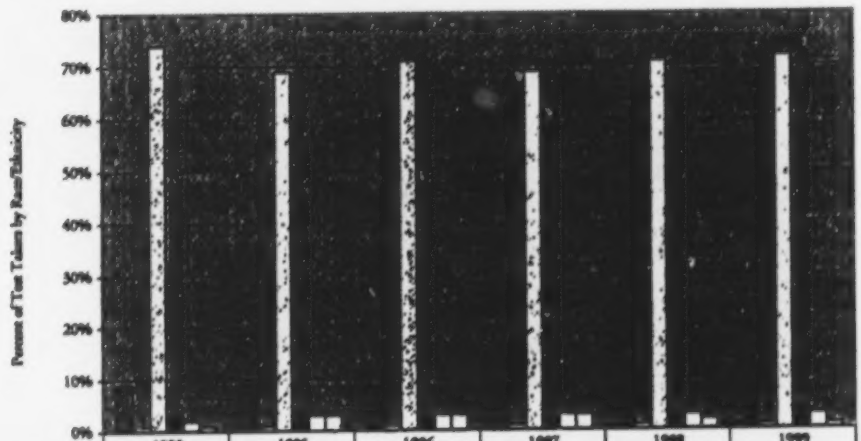
FIGURE 2
PERCENT OF ACT TEST-TAKERS BY RACE/ETHNICITY
GCS: 1990, 1995-1999



	1990	1995	1996	1997	1998	1999
African American	36%	35%	36%	35%	38%	38%
American Indian/Native American	1%	1%	1%	1%	1%	1%
Caucasian	37%	31%	30%	29%	29%	29%
Mexican American/Chicano	5%	6%	5%	6%	8%	9%
Asian American/Pacific Islander	5%	7%	7%	7%	7%	8%
Hispanic/Puerto Rican	5%	7%	8%	8%	6%	6%

*Ethnicity percentages may not total 100% due to test-takers who did not complete the questionnaire.

FIGURE 3
PERCENT OF ACT TEST-TAKERS BY RACE/ETHNICITY
NATION: 1990, 1995-1999



	1990	1995	1996	1997	1998	1999
African American	9%	9%	9%	9%	10%	10%
American Indian/Native American	1%	1%	1%	1%	1%	1%
Caucasian	74%	69%	71%	69%	71%	72%
Mexican American/Chicano	3%	3%	2%	2%	3%	4%
Asian American/Pacific Islander	2%	3%	3%	3%	3%	3%
Hispanic/Puerto Rican	1%	3%	3%	3%	2%	1%

*Ethnicity percentages may not total 100% due to test-takers who did not complete the questionnaire.

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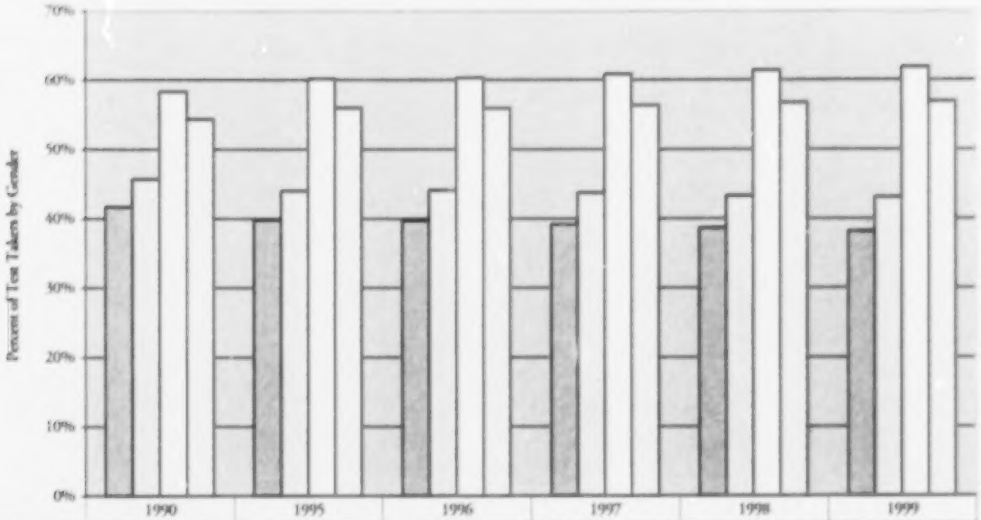
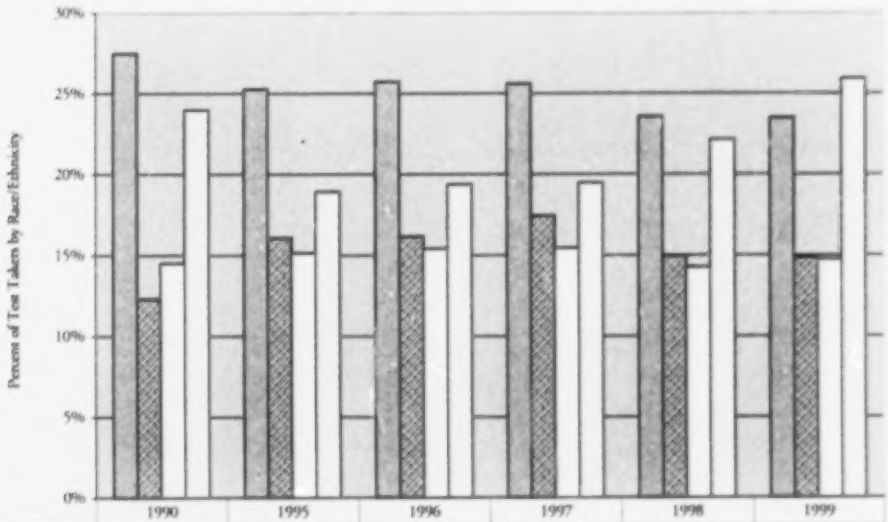
FIGURE 4
PERCENT OF ACT TEST-TAKERS BY GENDER GCS AND NATION: 1990, 1995-1999



	1990	1995	1996	1997	1998	1999
CGCS Male	42%	40%	40%	39%	39%	38%
Nation Male	46%	44%	44%	44%	43%	43%
CGCS Female	58%	60%	60%	61%	61%	62%
Nation Female	54%	56%	56%	56%	57%	57%

FIGURE 5
GCS AS PERCENTAGE OF NATION ACT TEST-TAKERS BY RACE/ETHNICITY: 1990, 1995-1999



	1990	1995	1996	1997	1998	1999
African American	27%	25%	26%	26%	24%	24%
Mexican American/Chicano	12%	16%	16%	17%	15%	15%
Asian American/Pacific Islander	15%	15%	15%	15%	14%	15%
Hispanic/Puerto Rican	24%	19%	19%	19%	22%	26%

B. Average ACT Composite and Content Area Scores

- The average ACT composite score in 1999 was 18.9 in the GCS and 21.0 nationally. *(Figure 6)*
- The average ACT composite score in the GCS did not change between 1990 and 1999; the average ACT composite score nationally increased from 20.6 in 1990 to 21.0 in 1999. *(Figure 6)*
- The average ACT English score in the GCS declined from 18.6 in 1990 to 17.7 in 1999; the average ACT English score nationally (20.5) did not change between 1990 to 1999. *(Figure 7)*
- The average ACT Reading score in the GCS (19.1) did not change between 1990 to 1999; the average ACT Reading score nationally increased from 21.3 in 1990 and 21.4 in 1999 . *(Figure 8)*
- The average ACT Math score in the GCS increased from 18.6 in 1990 to 19.0 in 1999; the average ACT Math score nationally increased from 19.9 in 1990 to 20.7 in 1999. *(Figure 9)*
- The average ACT Science Reasoning score in the GCS decreased from 19.1 in 1990 to 19.0 in 1999. The average ACT Science Reasoning score nationally decreased from 21.3 in 1990 to 21.0 in 1999. *(Figure 10)*
- GCS students posted their highest average ACT scores in Reading (19.1), followed by Math and Science Reasoning (19.0). *(Figures 6-10)*
- GCS students posted their lowest average ACT scores in English (17.7). *(Figures 6-10)*
- Students nationally posted their highest average ACT scores in Reading (21.4), followed by Science Reasoning (21.0). *(Figures 6-10)*
- Students nationally posted their lowest average ACT scores in English (20.5). *(Figures 6-10)*

FIGURE 6
AVERAGE ACT COMPOSITE SCORES
GCS AND NATION: 1990, 1995-1999

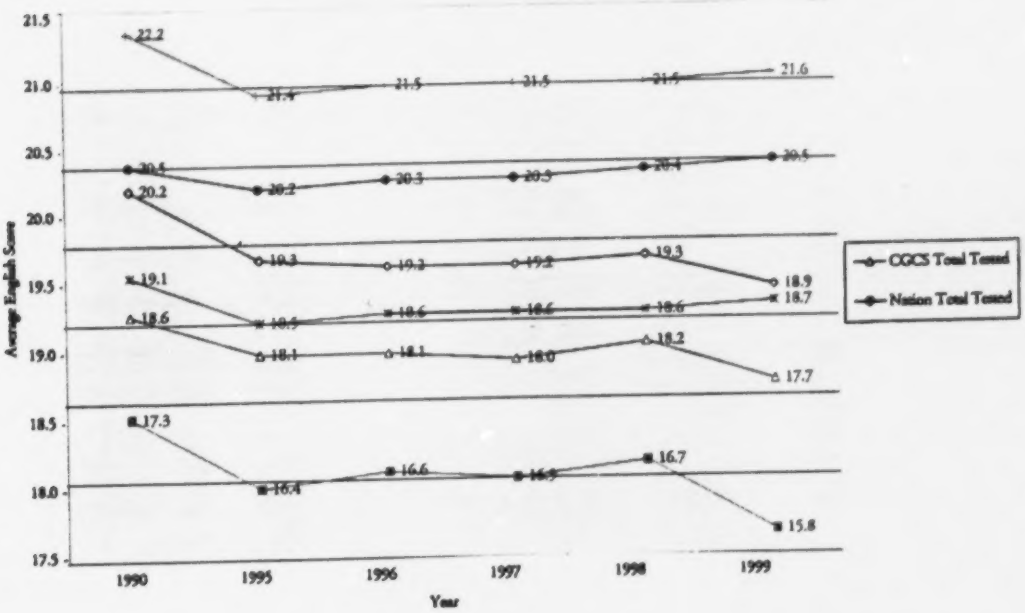


FIGURE 7
AVERAGE ACT ENGLISH SCORES
GCS AND NATION: 1990, 1995-1999

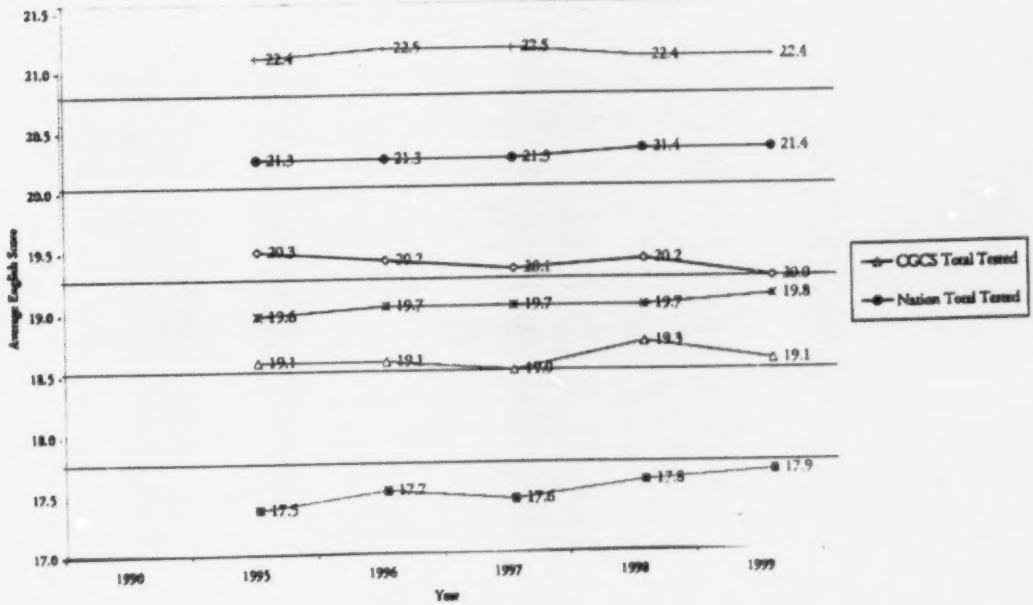


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FIGURE 8
AVERAGE ACT READING SCORES
GCS AND NATION: 1990, 1995-1999

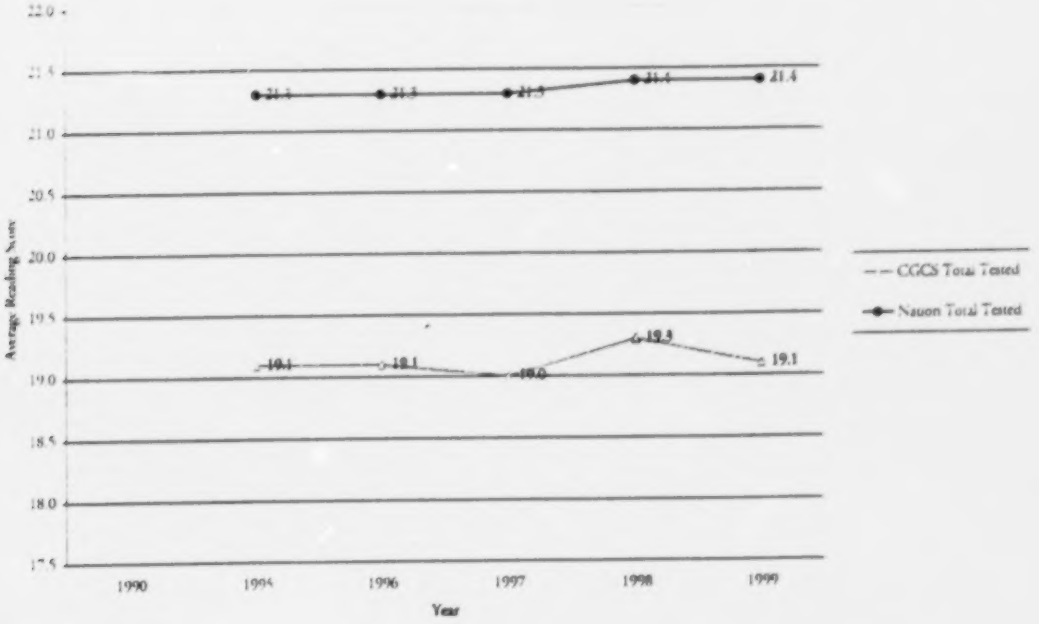

FIGURE 9
AVERAGE ACT MATH SCORES
GCS AND NATION: 1990, 1995-1999

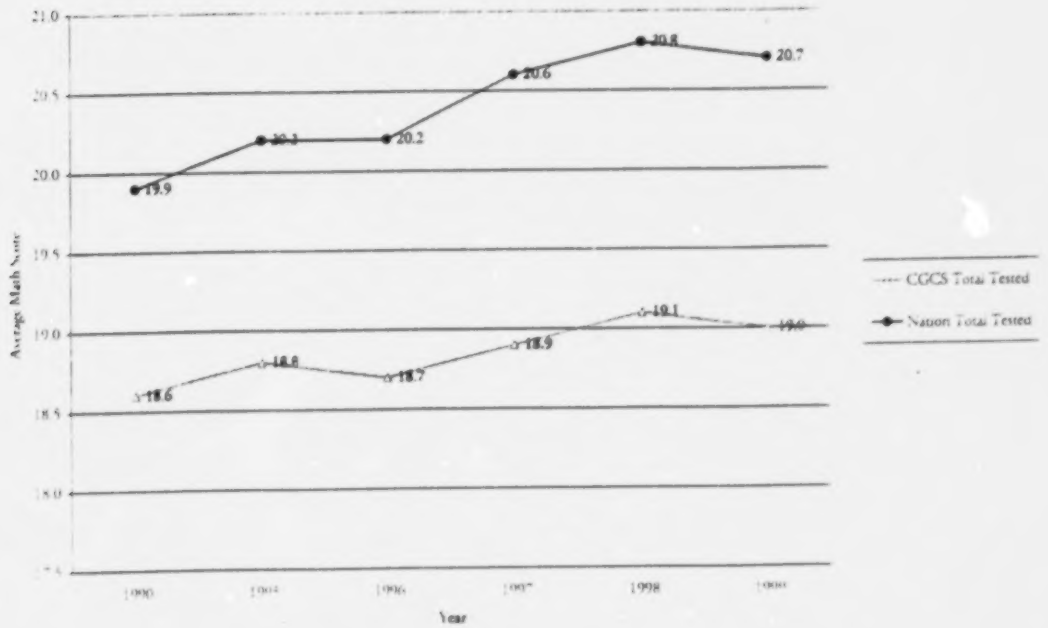

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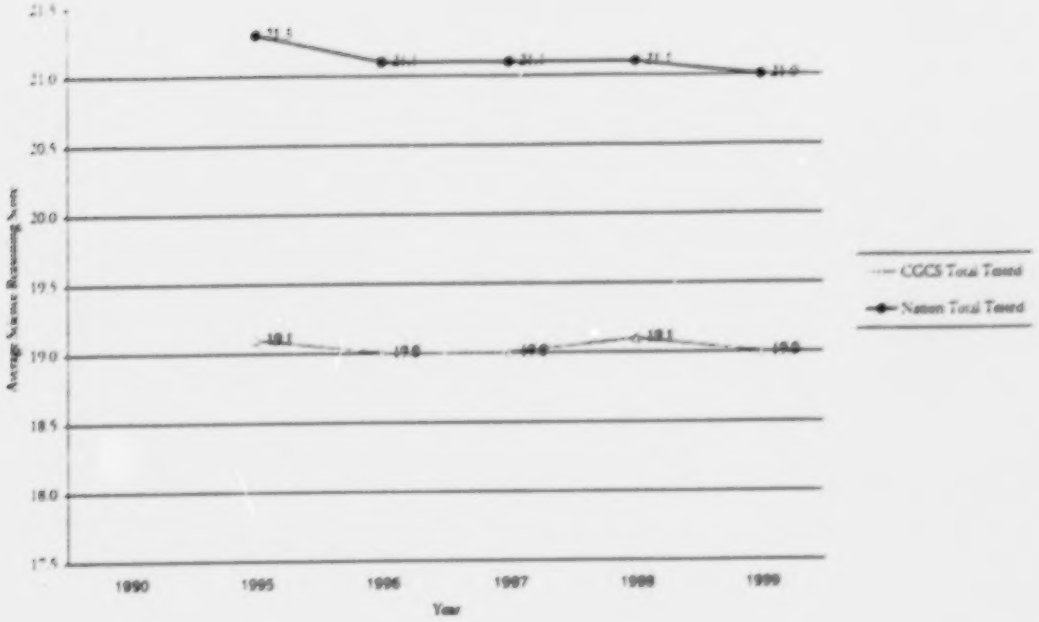
FIGURE 10
AVERAGE ACT SCIENCE REASONING SCORES
GCS AND NATION: 1990, 1995-1999



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C. GCS and National ACT Scores by Preparation Level and Course Pattern

- The percentage of ACT test-takers in the GCS who had taken a core academic sequence of courses increased from 44% in 1990 to 60% in 1999; the percentage nationally increased from 45% to 60%. (*Figure 11*)

- The average ACT composite score among core course takers in the GCS was 19.8 in 1999; the composite score among non-core course takers in the GCS was 17.6. *(Figure 12)*

- The average ACT composite score among core course takers in the GCS decreased from 20.5 in 1990 to 19.8 in 1999; the average composite score among core course takers nationally decreased from 22.3 to 22.0. (*Figure 12*)

- The average ACT composite score among non-core course takers in the GCS (17.6) did not change between 1990 and 1999; the average composite score among non-core course takers nationally increased from 19.1 in 1990 to 19.4 in 1999. (*Figure 12*)

- The average ACT English score among core course takers in the GCS decreased from 20.2 in 1990 to 18.9 in 1999; the average score among non-core course takers in the GCS decreased from 17.3 to 15.8. *(Figure 13)*

- The average ACT Reading score among core course takers in the GCS decreased from 20.3 in 1995 to 20.0 in 1999; the average score among non-core course takers in the GCS increased from 17.5 to 17.9. *(Figure 14)*

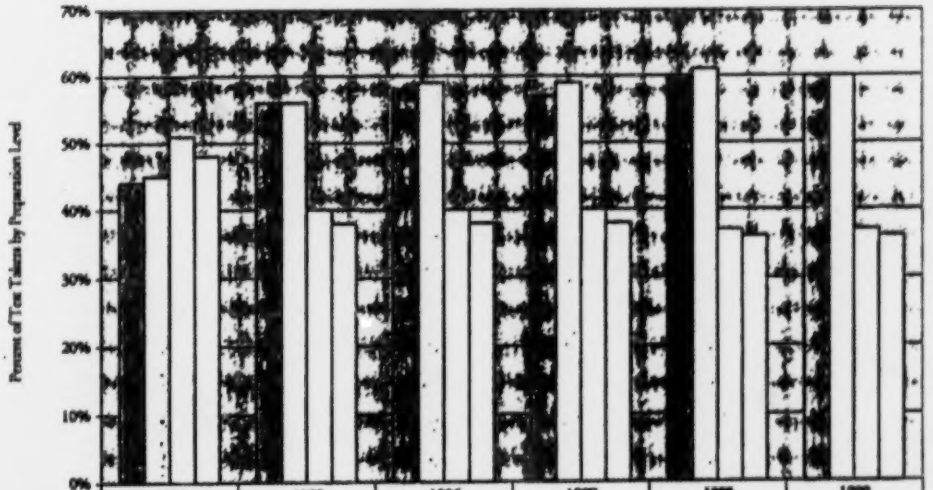
- The average ACT Math score among core course takers in the GCS decreased from 20.3 in 1990 to 19.9 in 1999; the average score among non-core course takers in the GCS increased from 17.1 to 17.6. *(Figure 15)*

- The average ACT Science Reasoning score among core course takers in the GCS decreased from 20.1 in 1995 to 19.7 in 1999; the average score among non-core course takers in the GCS increased from 17.8 to 17.9. *(Figure 16)*

- The core sequence of science courses in the GCS that showed the highest ACT average in Science Reasoning included Biology, Chemistry, and Physics. *(Figure 17)*

- The core sequence of math courses in the GCS that showed the highest ACT average in Math included Algebra 1, Algebra 2, Geometry, Trigonometry, and Calculus. *(Figure 18)*

FIGURE 11
PERCENT OF ACT TEST-TAKERS BY PREPARATION LEVEL
GCS AND NATION: 1990, 1995-1999



	1990	1995	1996	1997	1998	1999
CGCS Core or More	44%	56%	58%	57%	60%	60%
Nation Core or More	45%	56%	59%	59%	61%	60%
CGCS Less than Core	51%	40%	40%	40%	37%	37%
Nation Less than Core	48%	38%	38%	38%	36%	36%

*Percentages of students with "Core or More" and "Less than Core" may not total 100% due to students who did not respond to questionnaire.

FIGURE 12
AVERAGE ACT COMPOSITE SCORES BY PREPARATION LEVEL
GCS AND NATION: 1990, 1995-1999

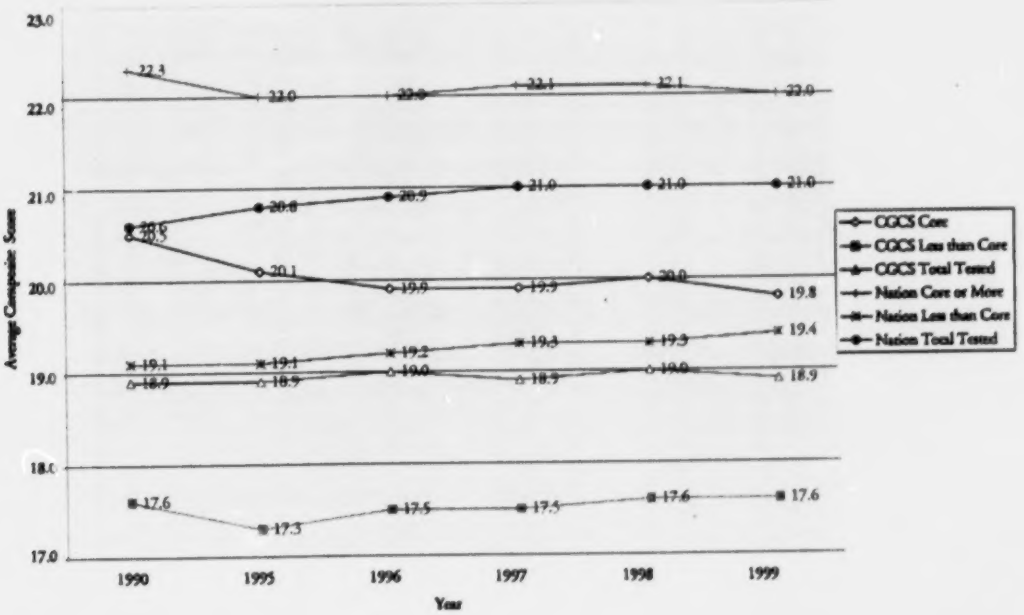


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FIGURE 13
AVERAGE ACT ENGLISH SCORES BY PREPARATION LEVEL GCS AND NATION: 1990, 1995-1999

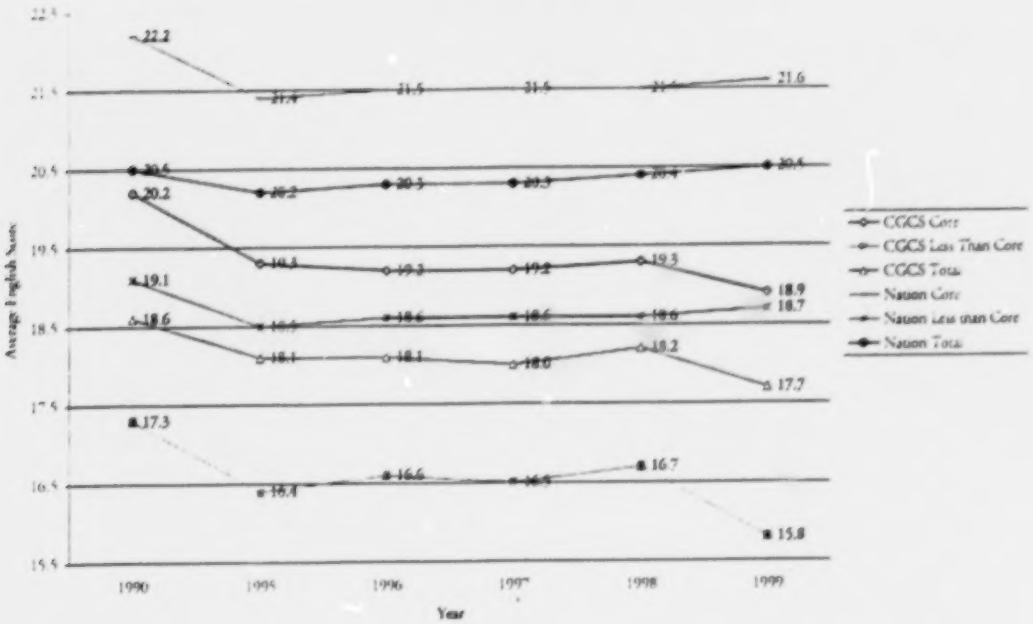

FIGURE 14
AVERAGE ACT READING SCORES BY PREPARATION LEVEL GCS AND NATION: 1995-1999

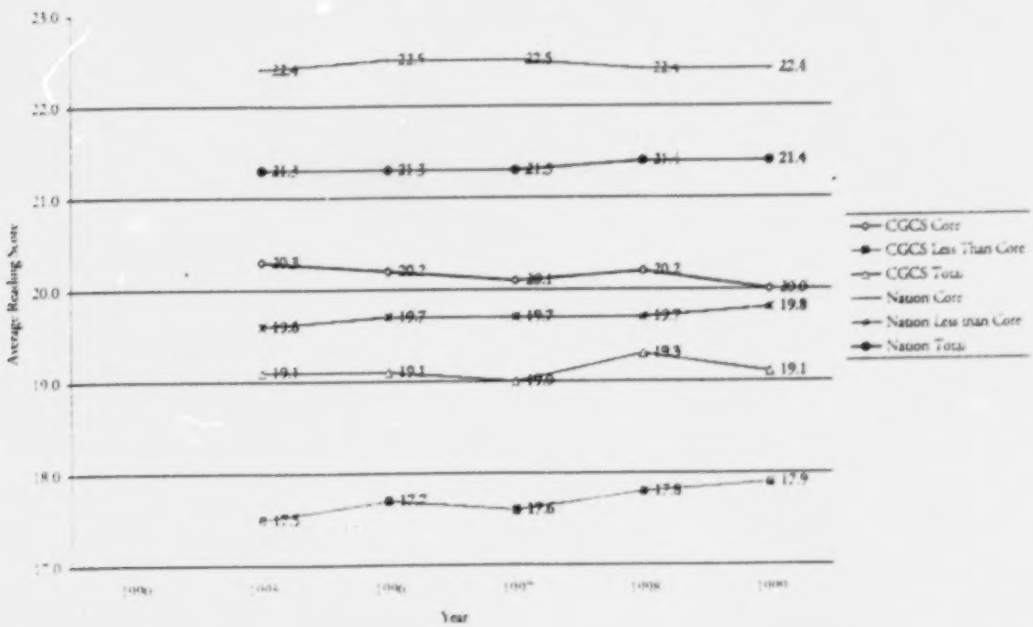

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FIGURE 15
AVERAGE ACT MATH SCORES BY PREPARATION LEVEL
GCS AND NATION: 1990, 1995-1999

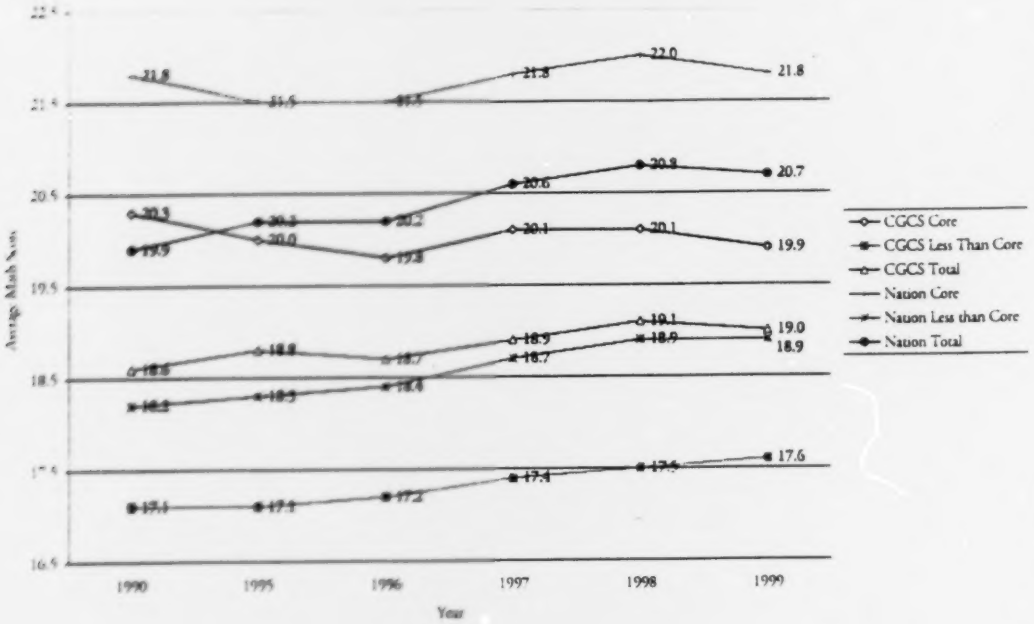

FIGURE 16
AVERAGE ACT SCIENCE REASONING SCORES BY PREPARATION LEVEL
GCS AND NATION: 1995-1999

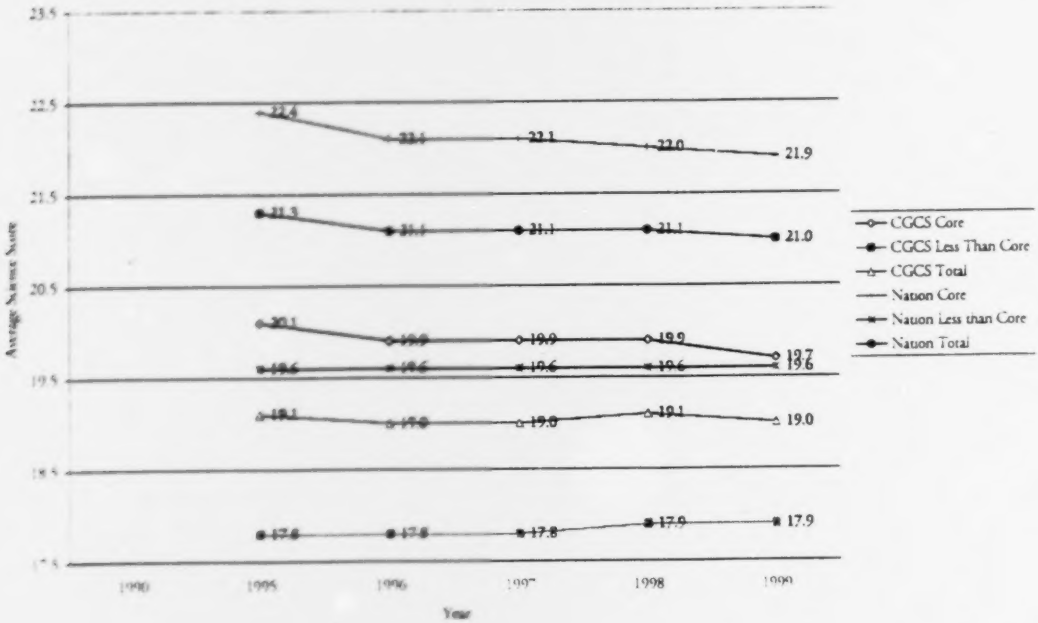

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FIGURE 17

AVERAGE ACT SCIENCE REASONING SCORES BY COURSE PATTERN
GCS AND NATION: 1995-1999

Courses	CGCS 1995	CGCS 1999	Nation 1995	Nation 1999
General Science, Biology, Chemistry, Physics	20.3	20.1	22.7	22.6
Biology, Chemistry, Physics	20.9	20.8	23.6	23.3
General Science, Biology, Chemistry	18.3	18.0	20.2	20.2
Less than 3 years of Natural Science	17.4	17.4	18.8	18.9
Science (All students)	19.1	19.0	21.0	21.0

FIGURE 18

AVERAGE ACT MATH SCORES BY COURSE PATTERN
GCS AND NATION: 1990, 1995-1999

Courses	CGCS 1990	CGCS 1995	CGCS 1999	Nation 1990	Nation 1995	Nation 1999
Algebra 1, Algebra 2, Geometry, Trigonometry, Calculus	23.1	23.0	22.8	24.8	24.8	24.9
Algebra 1, Algebra 2, Geometry	16.9	16.5	16.3	17.9	17.6	17.7
Less than 3 years	15.2	15.3	16.0	15.2	15.9	16.5
Math (All Students)	18.6	18.8	19.0	19.9	20.2	20.7

D. ACT Composite and Content Area Scores by Concentration of Poverty[1]

- The average ACT composite score in 1999 was 17.5 in GCS districts with poverty rates greater than 67%; 19.8 in GCS districts with poverty rates between 34% and 66%; and 20.7 in GCS districts with poverty rates less than 33%. *(Figure 19)*
- The average ACT composite score in GCS districts with poverty rates over 67% increased from 17.3 in 1990 to 17.5 in 1999. *(Figure 19)*
- The average ACT composite score in GCS districts with poverty rates less than 33% decreased from 21.4 in 1990 to 20.7 in 1999. *(Figure 19)*
- The average ACT English score in the poorest GCS districts decreased from 16.9 in 1990 to 16.7 in 1999. *(Figure 20)*
- The average ACT Reading score in the poorest GCS districts increased from 17.4 in 1995 to 17.5 in 1999. *(Figure 21)*
- The average ACT Math score in the poorest GCS districts increased from 17.1 in 1990 to 17.5 in 1999. *(Figure 22)*
- The average ACT Science Reasoning score in the poorest GCS districts did not change between 1995 and 1999 (17.7). *(Figure 23)*
- GCS districts with the least poverty had an average ACT composite score in 1999 that was only 0.3 points lower than the national average; an average English score that was only 0.7 points lower; an average Reading score that was 0.4 points lower; an average Math score that was 0.2 points higher; and an average Science Reasoning score that was 0.5 points lower. *(Figures 19-23)*

[1]Concentration of poverty was determined by the percent of students in a district eligible for free lunch. Districts with less than 34% of their students eligible for free lunch were identified as having a slight concentration of poverty. Districts with 34-66% of their students eligible for free lunch were identified as having a moderate concentration of poverty. Districts with 67-100% of their students eligible for free lunch were identified as having a high concentration of poverty.

FIGURE 19
AVERAGE ACT COMPOSITE SCORES BY PERCENT OF STUDENTS ELIGIBLE FOR FREE LUNCH: 1990, 1995-1999

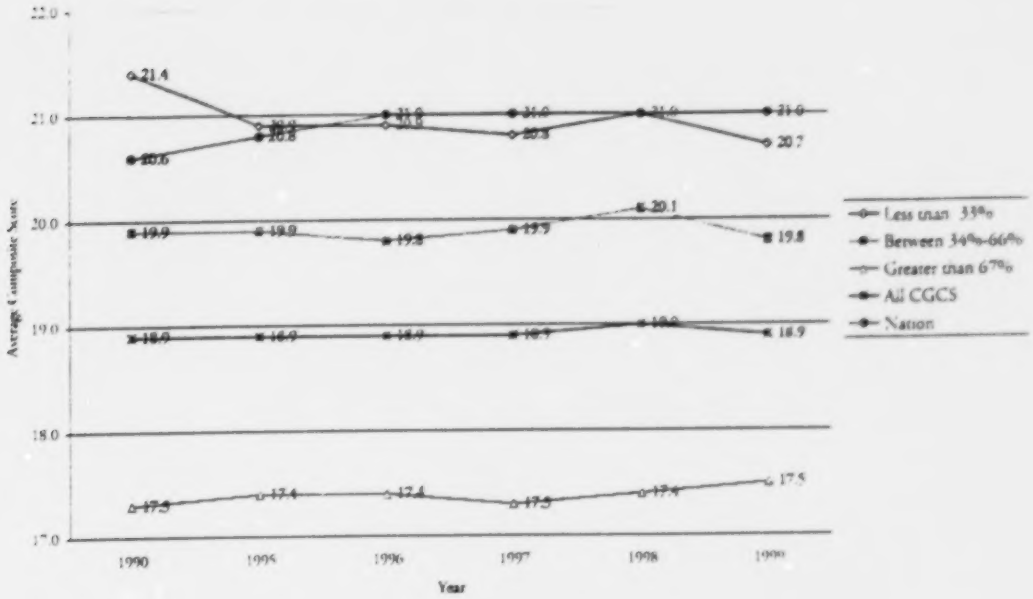

FIGURE 20
AVERAGE ACT ENGLISH SCORES BY PERCENT OF STUDENTS ELIGIBLE FOR FREE LUNCH: 1990, 1995-1999

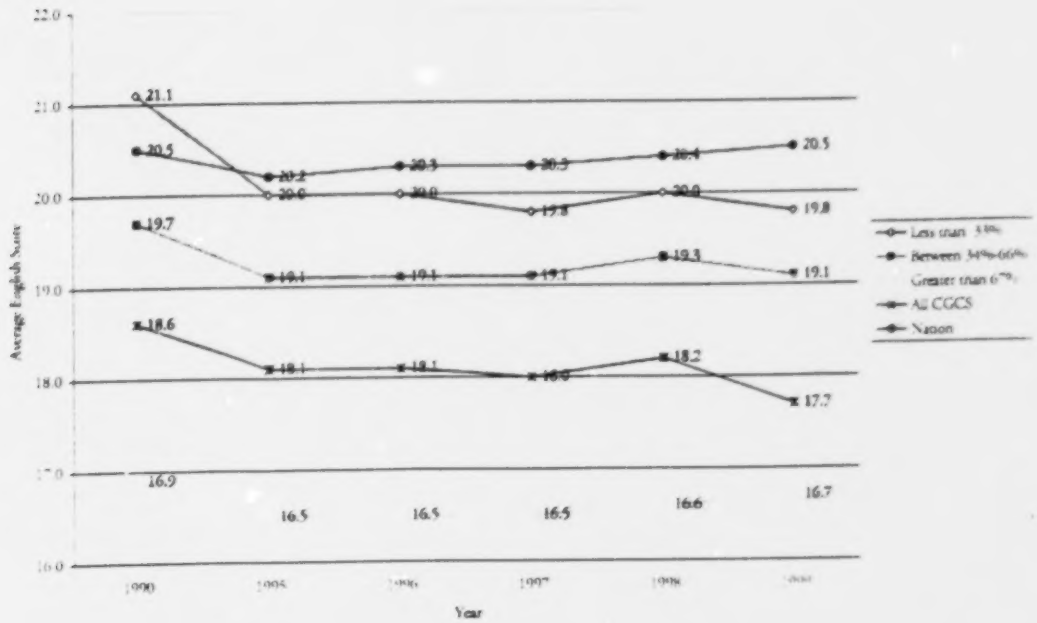

FIGURE 21

AVERAGE ACT READING SCORES BY PERCENT OF STUDENTS ELIGIBLE FOR FREE LUNCH: 1995-1999

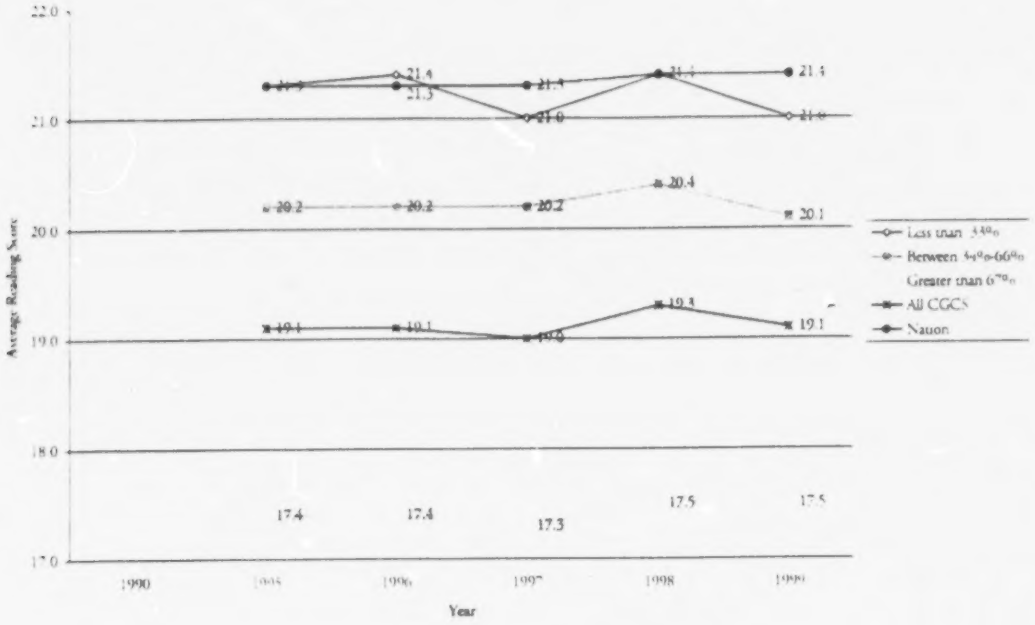

FIGURE 22

AVERAGE ACT MATH SCORES BY PERCENT OF STUDENTS ELIGIBLE FOR FREE LUNCH: 1990, 1995-1999

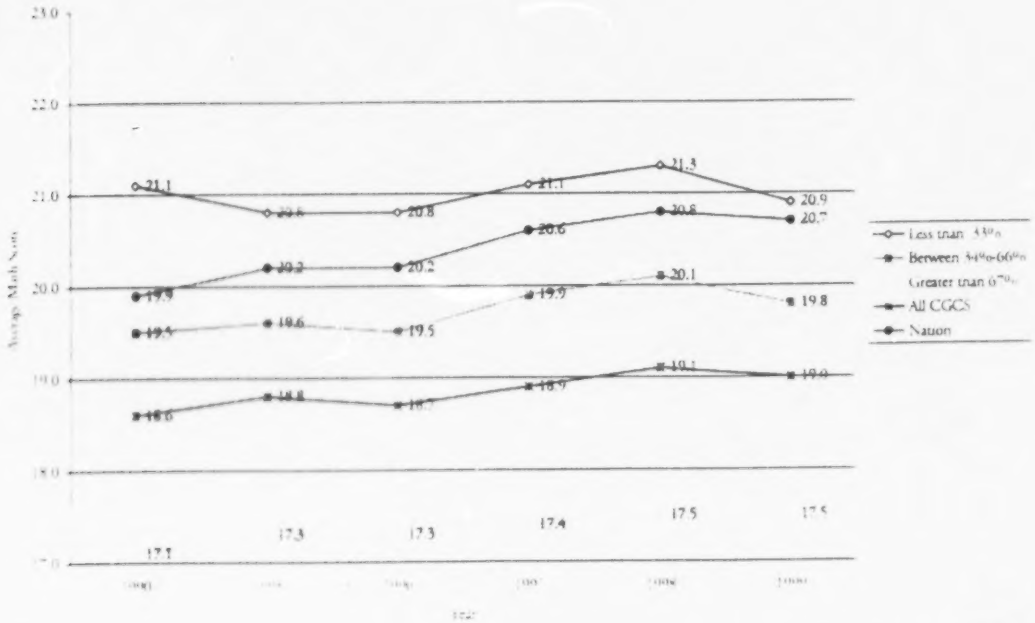

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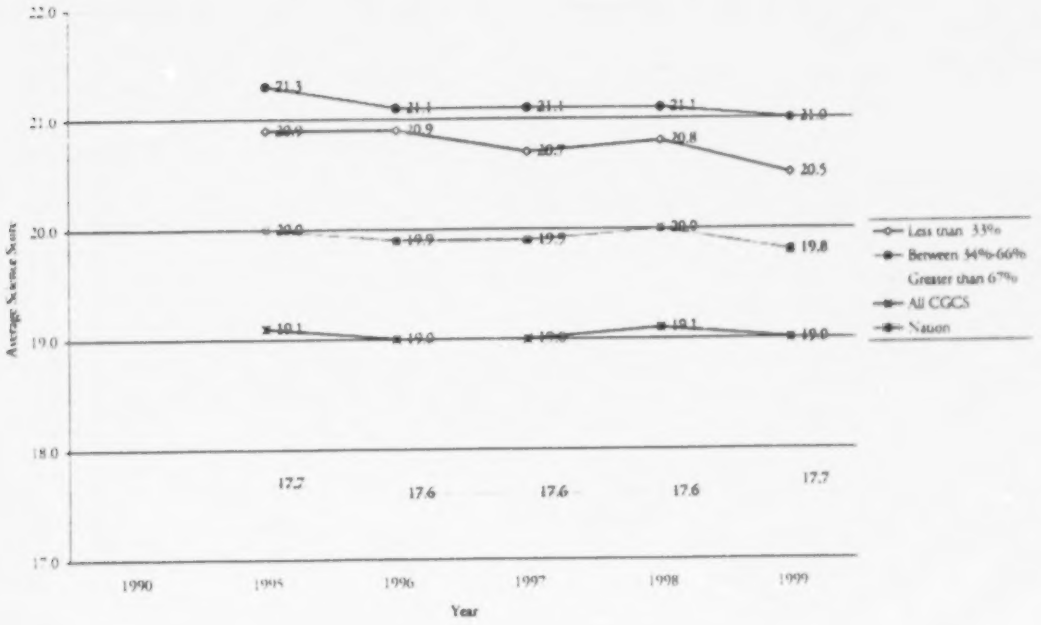
FIGURE 23
AVERAGE ACT SCIENCE REASONING SCORES BY PERCENT OF STUDENTS ELIGIBLE FOR FREE LUNCH: 1995-1999



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E. ACT Composite Scores by Race/Ethnicity and by Academic Preparation

- The average ACT composite score for White students in the GCS in 1999 was 21.9; the average for Asian American students was 19.8; for American Indian/Native American was 19.3; for Hispanic/Puerto Rican students was 18.7; for Mexican American/Chicano students was 17.6; and for African American students was 16.7. *(Figure 24)*

- The average ACT composite score for White students in the GCS increased from 21.5 in 1990 to 21.9 in 1999; decreased for Asian American students from 19.9 to 19.8; increased for American Indian/Native American students from 18.4 to 19.3; increased for Hispanic/Puerto Rican students from 18.4 to 18.7; decreased for Mexican American/Chicano students from 18.0 to 17.6; and increased for African American students from 16.6 to 16.7. *(Figure 24)*

- The average ACT composite score gap between White and African American students in the GCS was 5.2 points in 1999; the gap between White and African American nationally was 4.6 points. *(Figures 24 and 25)*

- The average ACT composite score gap between White and African American students in the GCS who had taken a core sequence of courses was 5.2 points in 1999; the gap between White and African American nationally who had taken a core sequence was 4.8 points. *(Figures 26 and 27)*

- The average ACT composite score gap between White and African American students in the GCS who had not taken a core sequence of courses was 4.8 points in 1999; the gap between White and African American nationally who had not taken a core sequence was 4.1 points. *(Figures 28 and 29)*

- The average ACT composite score for African American students in the GCS who had taken a core sequence of courses was 17.4 in 1999; the average score among African American students who did not take the core coursework was 15.8, a difference of 1.6 points. *(Figures 26 and 28)*

- The average ACT composite score for Mexican American/Chicano students in the GCS who had taken a core sequence of courses was 18.7; the average score among Mexican American/Chicano students who did not take the core coursework was 16.6, a difference of 2.1 points. *(Figures 26 and 28)*

- The average ACT composite score for Hispanic/Puerto Rican students in the GCS who had taken a core sequence of courses was 19.8; the average score among Hispanic/Puerto Rican students who did not take the core coursework was 17.0, a difference of 2.8 points. *(Figures 26 and 28)*

- The average ACT composite score for White students in the GCS who had taken a core sequence of courses was 22.6; the average score among White students who did not take the core coursework was 20.6, a difference of 2.0 points. *(Figures 26 and 28)*

Figure 24

AVERAGE ACT COMPOSITE SCORES TOTAL TESTED BY RACE/ETHNICITY
GCS: 1990, 1995-1999

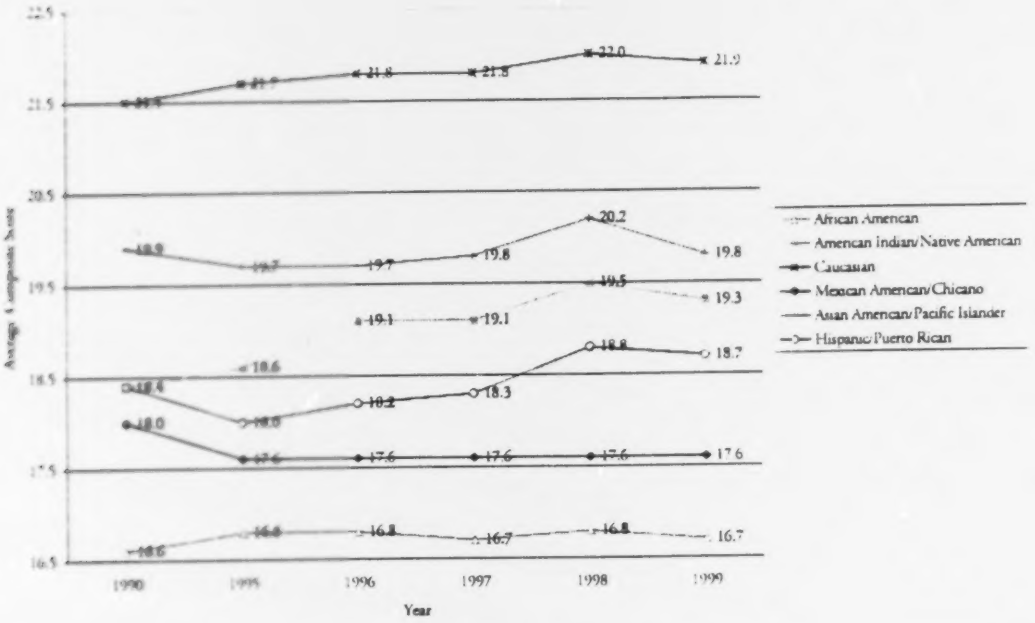

FIGURE 25

AVERAGE ACT COMPOSITE SCORES TOTAL TESTED BY RACE/ETHNICITY
NATION: 1990, 1995-1999

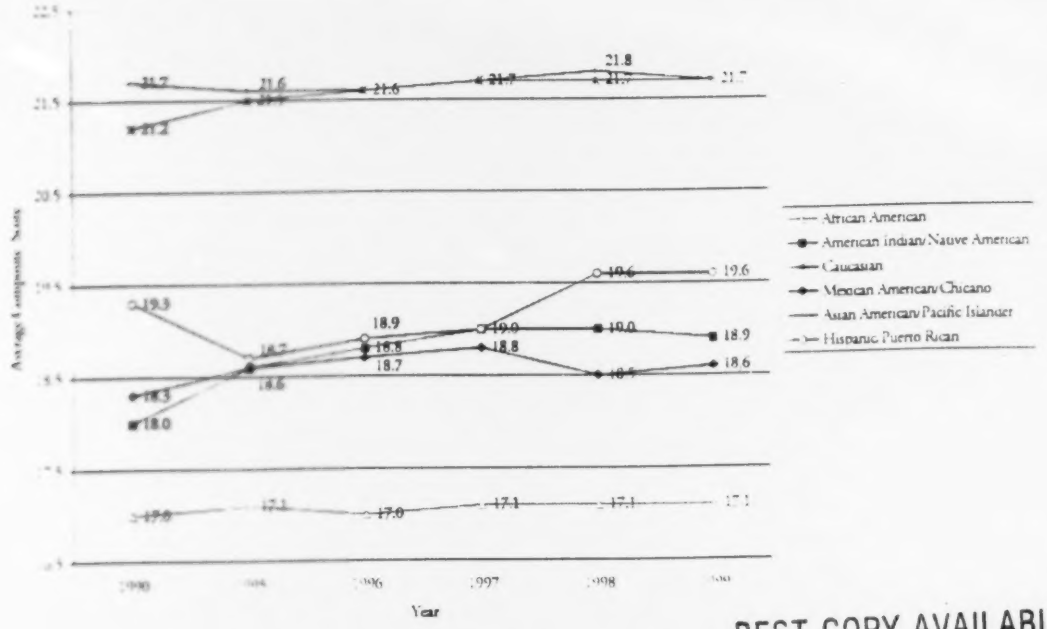

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FIGURE 26
AVERAGE ACT COMPOSITE SCORES CORE OR MORE ACADEMIC PREPARATION BY RACE/ETHNICITY, GCS: 1990, 1995-1999

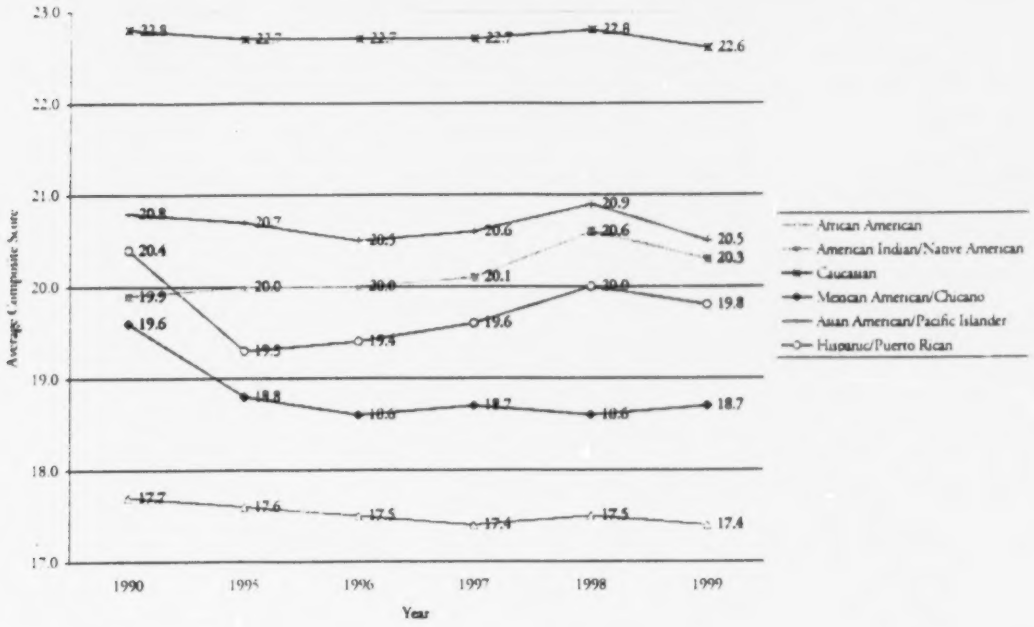


FIGURE 27
AVERAGE ACT COMPOSITE SCORES CORE OR MORE ACADEMIC PREPARATION BY RACE/ETHNICITY NATION: 1990, 1995-1999

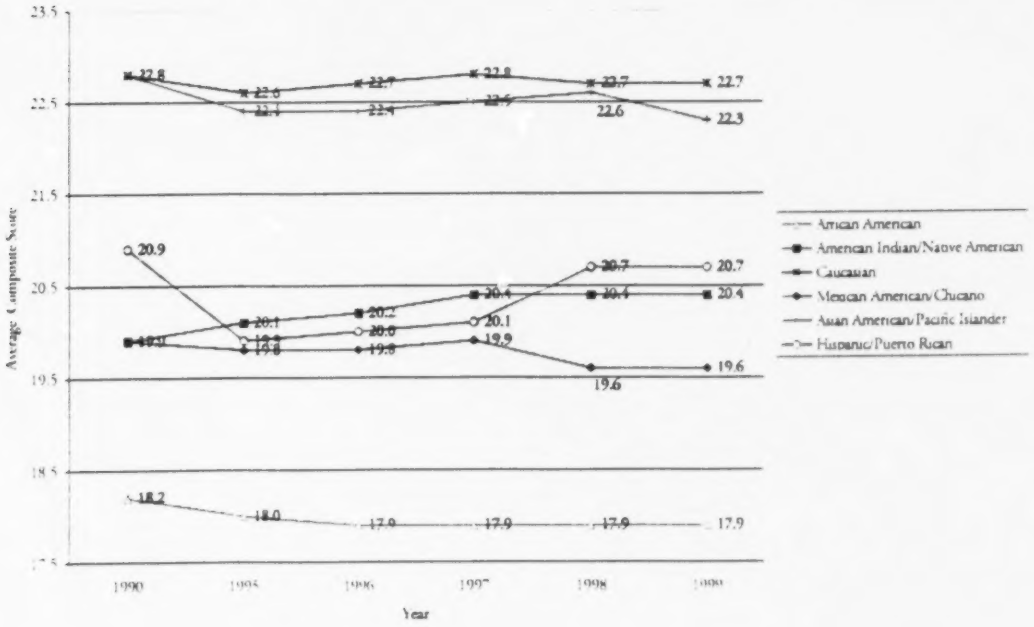


FIGURE 28
AVERAGE ACT COMPOSITE SCORES LESS THAN CORE ACADEMIC PREPARATION BY RACE/ETHNICITY, GCS: 1990, 1995-1999

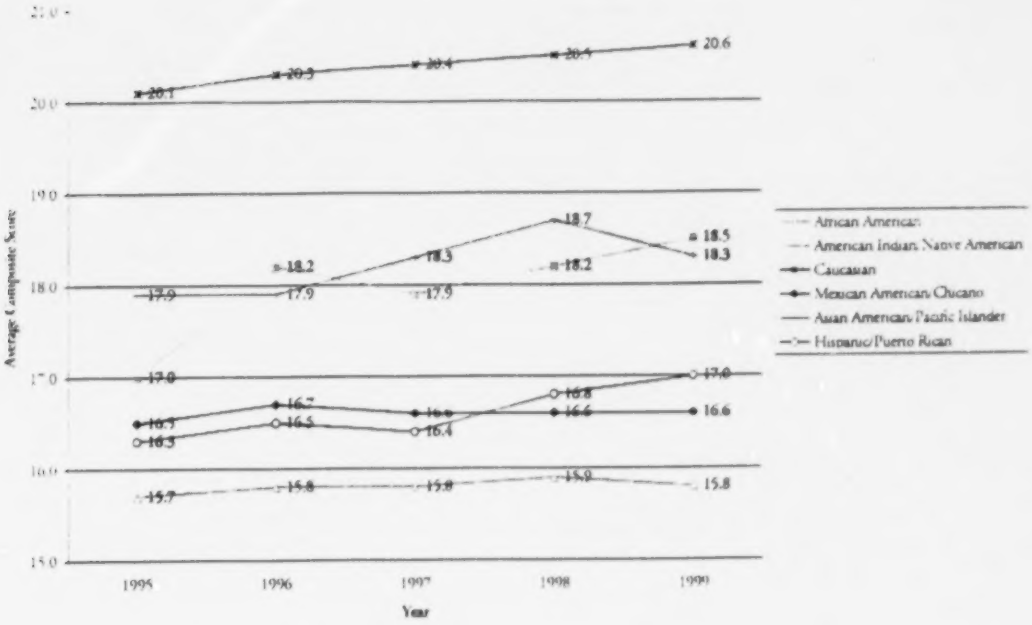
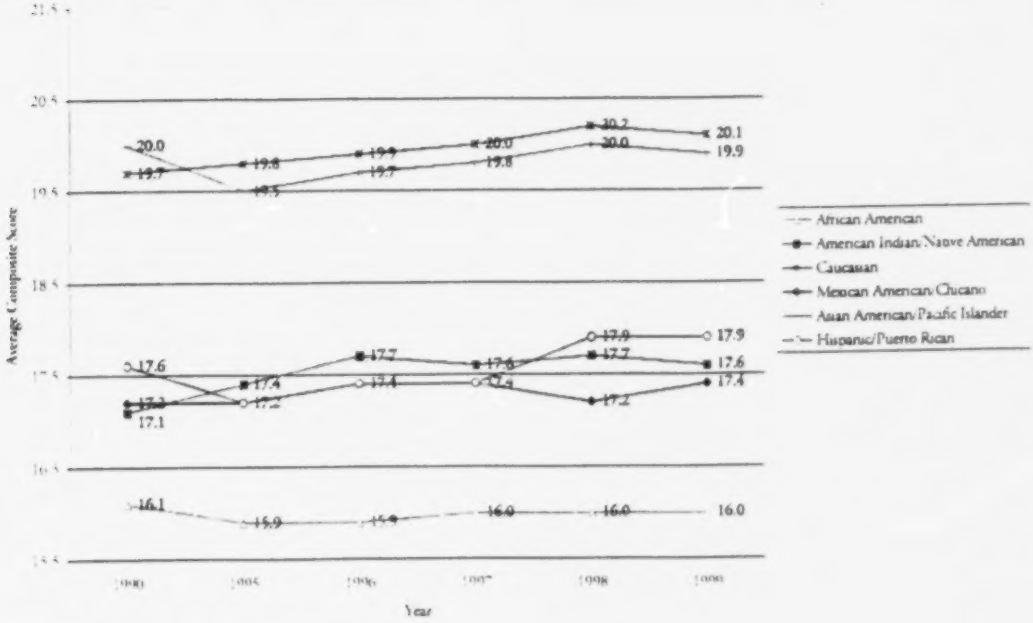


FIGURE 29
AVERAGE ACT COMPOSITE SCORES LESS THAN CORE ACADEMIC PREPARATION BY RACE/ETHNICITY, NATION: 1990, 1995-1999



F. ACT Content Scores by Race/Ethnicity

- The average ACT English score for White students in the GCS was 21.5 in 1999; for American Indian/Native American students was 18.5; for Asian American students was 18.3; for Hispanic/Puerto Rican students was 17.7; for Mexican/Chicano students was 16.3; and for African American students was 16.0. *(Figure 30)*

- The average ACT Reading score for White students in the GCS was 22.5 in 1999; for American Indian/Native American students was 19.7; for Asian American students was 19.1; for Hispanic/Puerto Rican students was 18.9; for Mexican/Chicano students was 17.7; and for African American students was 16.8. *(Figure 32)*

- The average ACT Math score for White and Asian American students in the GCS was 21.5 in 1999; for American Indian/Native American and Hispanic/Puerto Rican students was 18.9; for Mexican/Chicano students was 18.0; and for African American students was 16.6. *(Figure 34)*

- The average ACT Science Reasoning score for White students in the GCS was 21.7 in 1999; for Asian American students was 19.6; for American Indian/Native American students was 19.5; for Hispanic/Puerto Rican students was 18.7; for Mexican/Chicano students was 17.9; and for African American students was 17.0. *(Figure 36)*

- American Indian/Native American students showed greater gains than any other group in ACT English between 1990 and 1999, 0.7 points. *(Figure 30)*

- Hispanic/Puerto Rican students showed greater gains than any other group in ACT Reading between 1995 and 1999, 0.8 points. *(Figure 32)*

- White and American Indian/Native American students showed greater gains than any other group in ACT Math between 1995 and 1999, 0.9 points. *(Figure 34)*

- American Indian/Native American students showed greater gains than any other group in ACT Science Reasoning between 1990 and 1999, 0.5 points. *(Figure 36)*

- The achievement gap between White and African American students in the GCS was largest in ACT Reading, 5.7 points. *(Figure 32)*

FIGURE 30
AVERAGE ACT ENGLISH SCORES BY RACE/ETHNICITY
GCS: 1990, 1995-1999

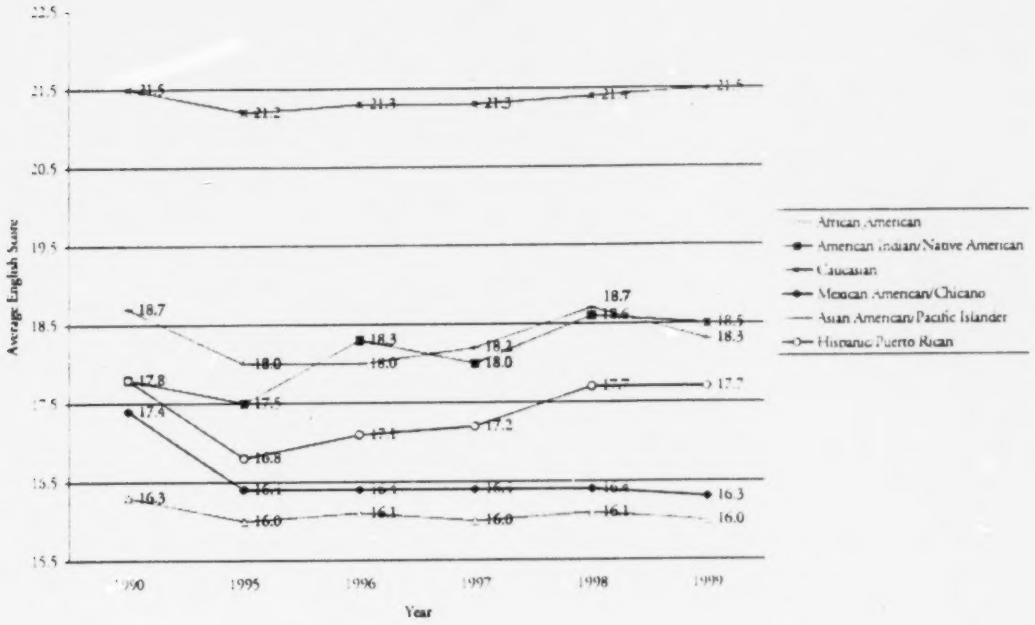


FIGURE 31
AVERAGE ACT ENGLISH SCORES BY RACE/ETHNICITY
NATION: 1990, 1995-1999

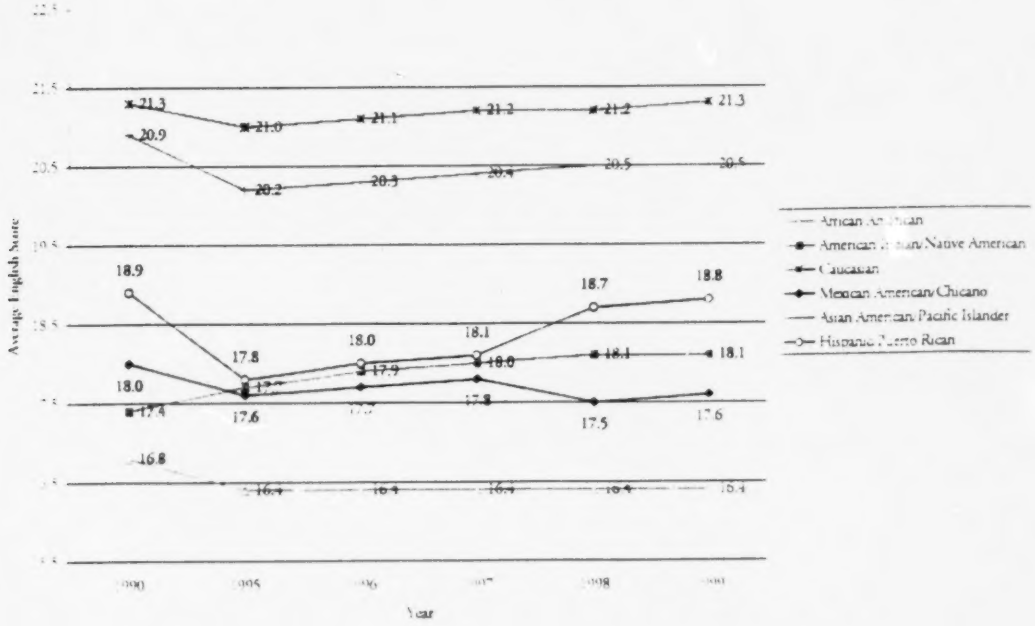


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FIGURE 32
AVERAGE ACT READING SCORES BY RACE/ETHNICITY
GCS: 1995-1999

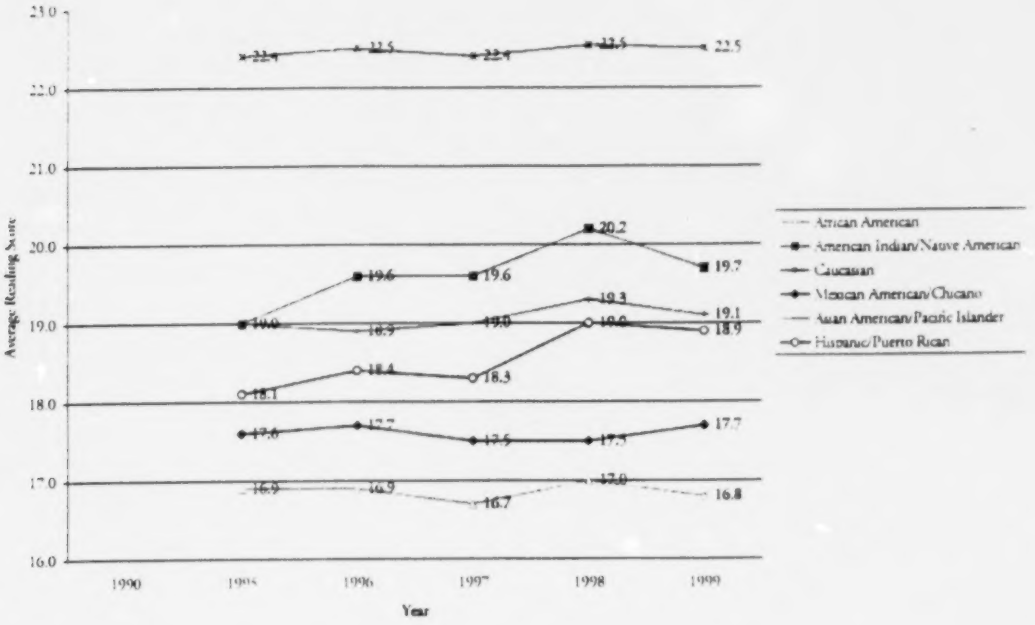

FIGURE 33
AVERAGE ACT READING SCORES BY RACE/ETHNICITY
NATION: 1995-1999

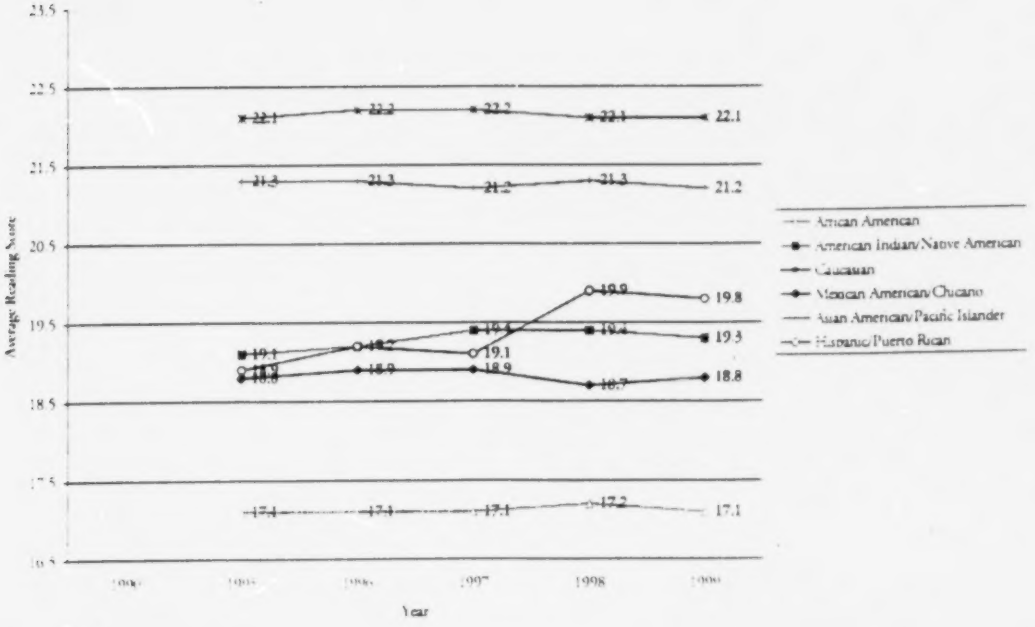

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FIGURE 34
AVERAGE ACT MATH SCORES BY RACE/ETHNICITY
GCS: 1990, 1995-1999

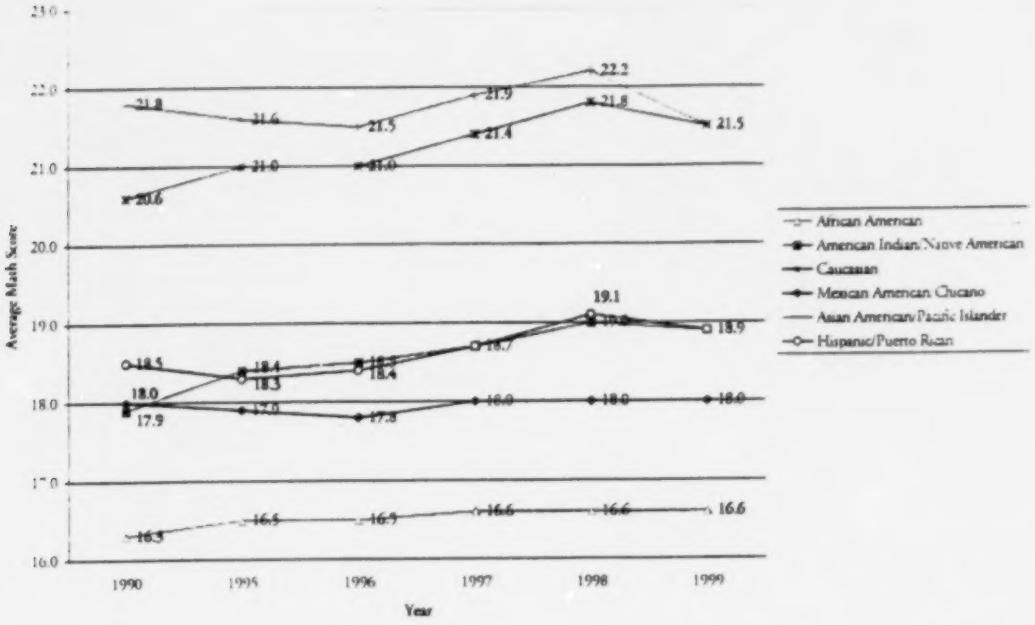

FIGURE 35
AVERAGE ACT MATH SCORES BY RACE/ETHNICITY
NATION: 1990, 1995-1999

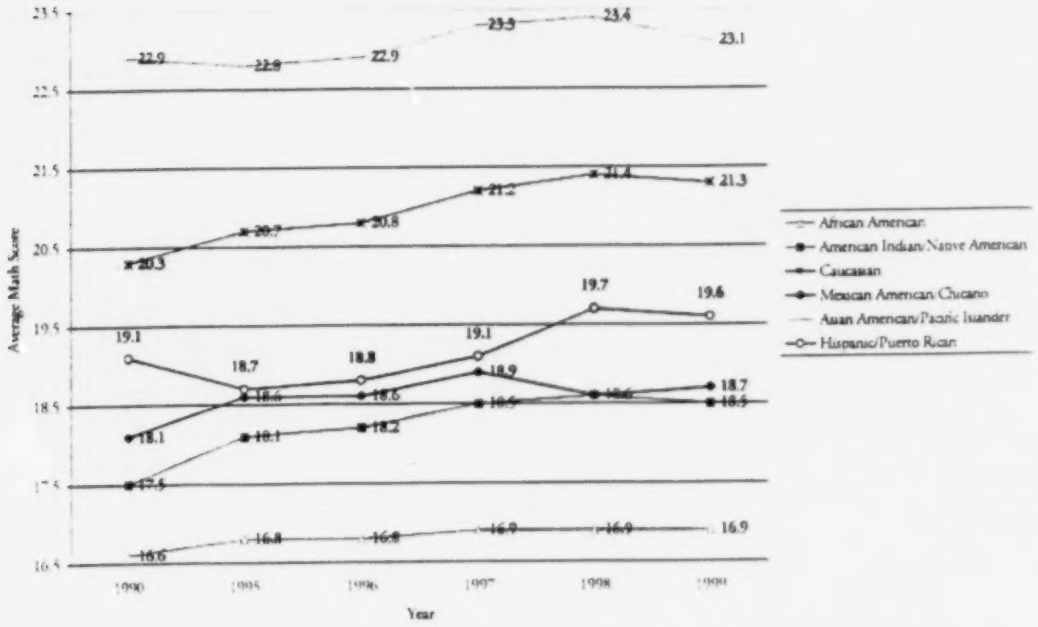

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FIGURE 36
AVERAGE ACT SCIENCE REASONING SCORES BY RACE/ETHNICITY
GCS: 1995-1999

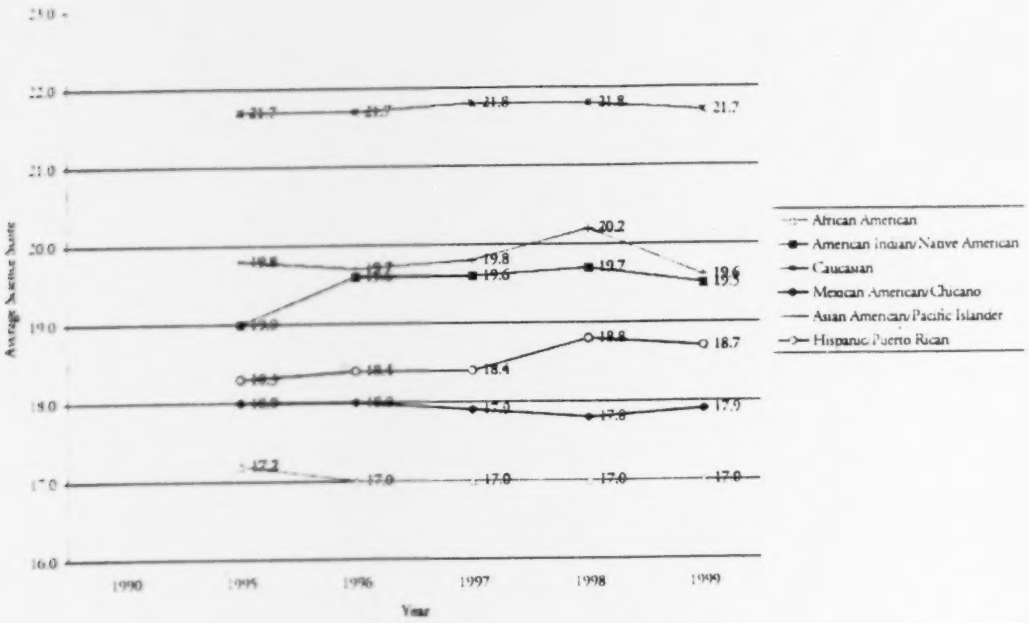
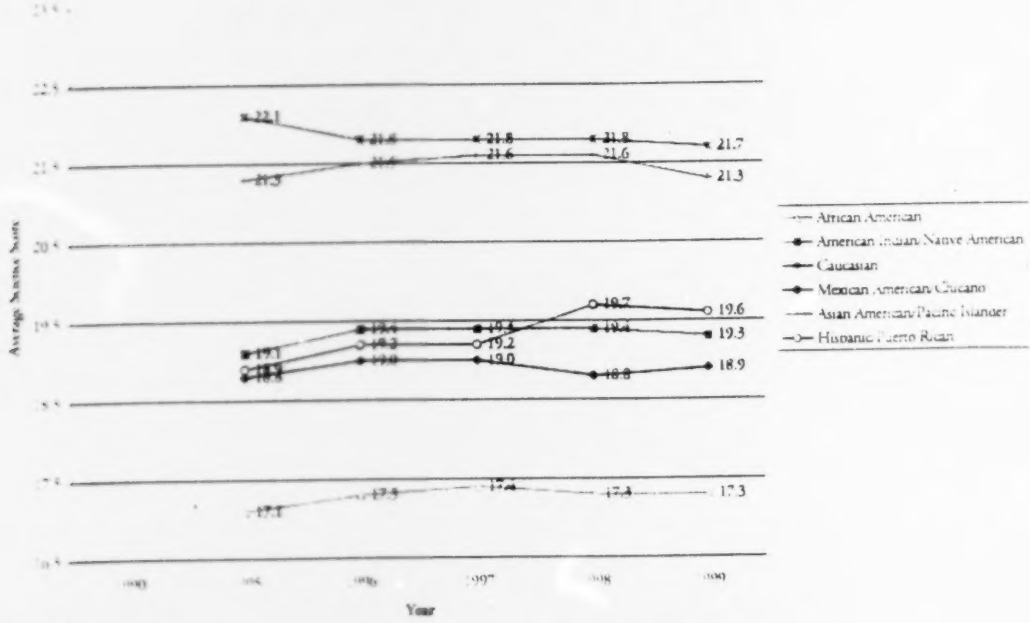


FIGURE 37
AVERAGE ACT SCIENCE REASONING SCORES BY RACE/ETHNICITY
NATION: 1995-1999



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G. ACT Content and Composite Score Differences between White and Non-White Students

- ACT composite score gaps between White and African American students in the GCS increased from 4.9 points in 1990 to 5.2 points in 1999; the gaps between White and African American students nationally increased from 4.6 points to 5.0 points. *(Figure 38)*

- ACT English score gaps between White and African American students in the GCS increased from 5.2 points in 1990 to 5.5 points in 1999; the gaps between White and African American students nationally increased from 5.0 points to 5.3 points. *(Figure 38)*

- ACT Math score gaps between White and African American students in the GCS increased from 4.3 points in 1990 to 4.9 points in 1999; the gaps between White and African American students nationally increased from 4.0 points to 4.7 points. *(Figure 38)*

- ACT composite score gaps between White and Hispanic/Puerto Rican students in the GCS decreased from 3.7 points in 1995 to 3.2 points in 1999; the gaps between White and Hispanic/Puerto Rican students nationally decreased from 3.5 points to 3.0 points. *(Figure 39)*

- ACT English score gaps between White and Hispanic/Puerto Rican students in the GCS decreased from 4.4 points in 1995 to 3.8 points in 1999; the gaps between White and Hispanic/Puerto Rican students nationally decreased from 4.2 points to 3.6 points. *(Figure 39)*

- ACT Math score gaps between White and Hispanic/Puerto Rican students in the GCS decreased from 2.7 points in 1995 to 2.6 points in 1999; the gaps between White and Hispanic/Puerto Rican students nationally remained the same at 2.4 points. *(Figure 39)*

- ACT composite score gaps between White and Mexican American/Chicano students in the GCS increased from 4.9 points in 1990 to 5.2 points in 1999; the gaps between White and Mexican American/Chicano students nationally increased from 4.6 points to 5.0 points. *(Figure 39)*

- ACT English score gaps between White and Mexican American/Chicano students in the GCS increased from 4.1 points in 1990 to 5.2 points in 1999; the gaps between White and Mexican American/Chicano students nationally increased from 3.9 points to 5.0 points. *(Figure 39)*

- ACT Math score gaps between White and Mexican American/Chicano students in the GCS increased from 2.6 points in 1990 to 3.5 points in 1999; the gaps between White and Mexican American/Chicano students nationally increased from 2.3 points to 3.3 points. *(Figure 39)*

- The achievement gap in all content areas between White and African American students in the GCS was similar to the achievement gap between White and African American students nationally. *(Figures 38-40)*

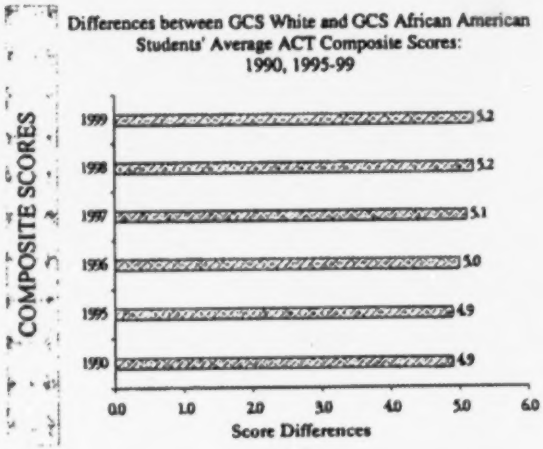
FIGURE 38

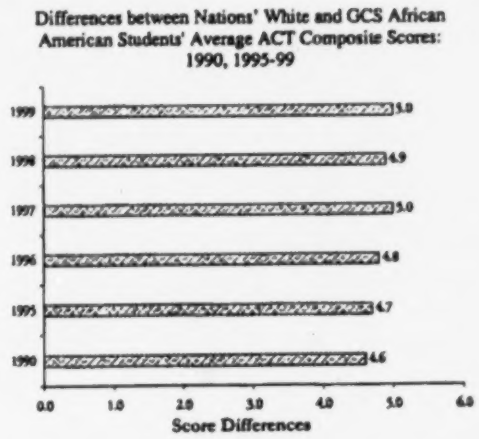
TRENDS IN DIFFERENCES BETWEEN WHITE AND AFRICAN AMERICAN STUDENTS' AVERAGE ACT SCORES: 1990, 1995-1999

GCS

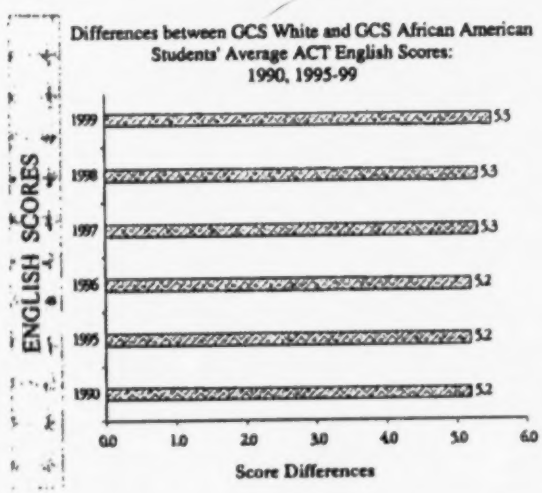
NATION

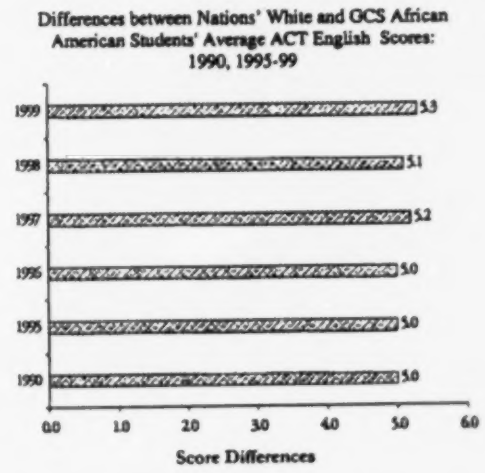
COMPOSITE SCORES


Differences between GCS White and GCS African American Students' Average ACT Composite Scores: 1990, 1995-99
1999 5.2
1998 5.2
1997 5.1
1996 5.0
1995 4.9
1990 4.9
0.0 1.0 2.0 3.0 4.0 5.0 6.0
Score Differences

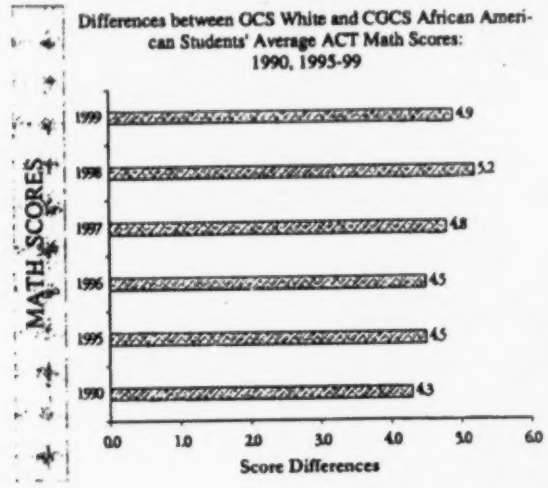

Differences between Nations' White and GCS African American Students' Average ACT Composite Scores: 1990, 1995-99
1999 5.0
1998 4.9
1997 5.0
1996 4.8
1995 4.7
1990 4.6
0.0 1.0 2.0 3.0 4.0 5.0 6.0
Score Differences

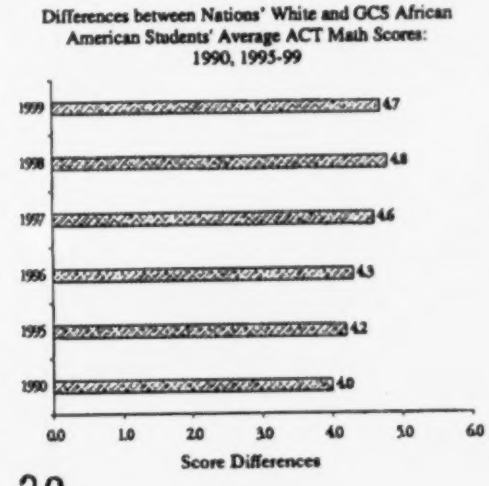
ENGLISH SCORES


Differences between GCS White and GCS African American Students' Average ACT English Scores: 1990, 1995-99
1999 5.5
1998 5.3
1997 5.3
1996 5.2
1995 5.2
1990 5.2
0.0 1.0 2.0 3.0 4.0 5.0 6.0
Score Differences


Differences between Nations' White and GCS African American Students' Average ACT English Scores: 1990, 1995-99
1999 5.3
1998 5.1
1997 5.2
1996 5.0
1995 5.0
1990 5.0
0.0 1.0 2.0 3.0 4.0 5.0 6.0
Score Differences

MATH SCORES

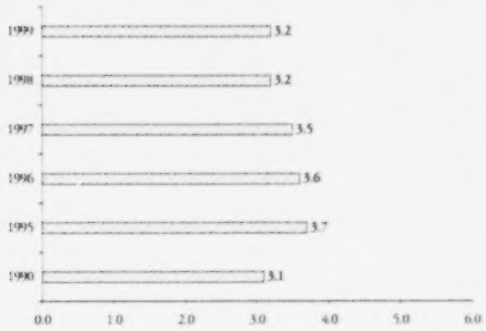

Differences between GCS White and COCS African American Students' Average ACT Math Scores: 1990, 1995-99
1999 4.9
1998 5.2
1997 4.8
1996 4.5
1995 4.5
1990 4.3
0.0 1.0 2.0 3.0 4.0 5.0 6.0
Score Differences

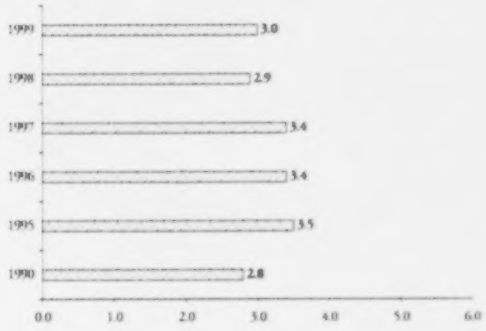

Differences between Nations' White and GCS African American Students' Average ACT Math Scores: 1990, 1995-99
1999 4.7
1998 4.8
1997 4.6
1996 4.3
1995 4.2
1990 4.0
0.0 1.0 2.0 3.0 4.0 5.0 6.0
Score Differences

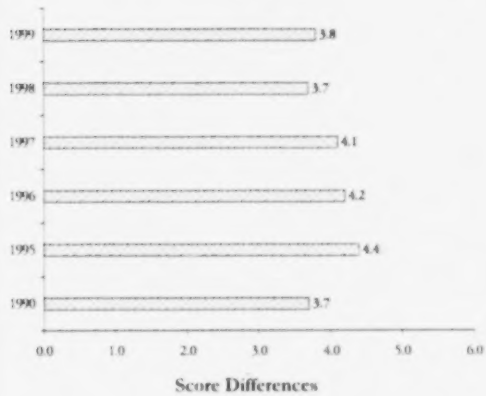
39

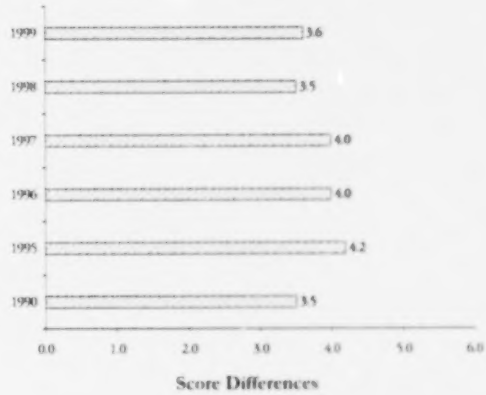
FIGURE *39*
TRENDS IN DIFFERENCES BETWEEN WHITE AND HISPANIC/PUERTO RICAN STUDENTS' AVERAGE ACT SCORES: 1990, 1995-1999

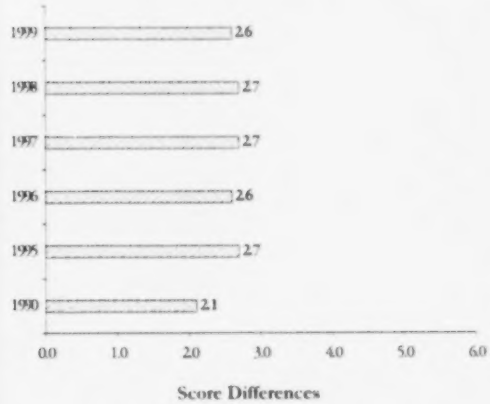
	GCS	NATION
COMPOSITE SCORES	Differences between GCS White and GCS Hispanic/ Puerto Rican Students' Average ACT Composite Scores: 1990, 1995-99	Differences between Nations' White and GCS Hispanic/Puerto Rican Students' Average ACT Composite Scores: 1990, 1995-99
ENGLISH SCORES	Differences between GCS White and GCS Hispanic/ Puerto Rican Students' Average ACT English Scores: 1990, 1995-99	Differences between Nations' White and GCS Hispanic/ Puerto Rican Students' Average ACT English Scores: 1990, 1995-99
MATH SCORES	Differences between GCS White and GCS Hispanic/ Puerto Rican Students' Average ACT Math Scores: 1990, 1995-99	Differences between Nations' White and GCS Hispanic/ Puerto Rican Students' Average ACT Math Scores: 1990, 1995-99











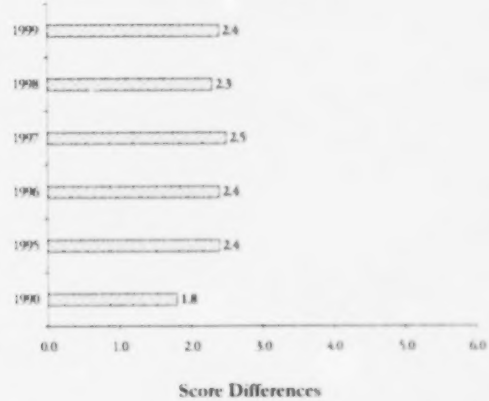


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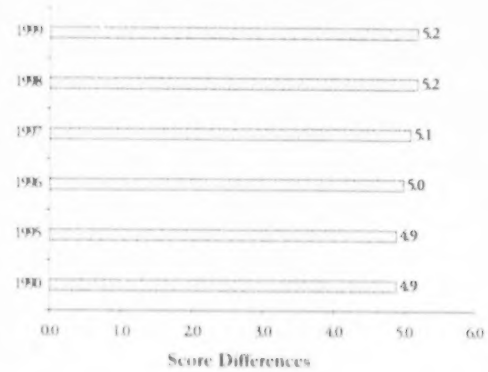
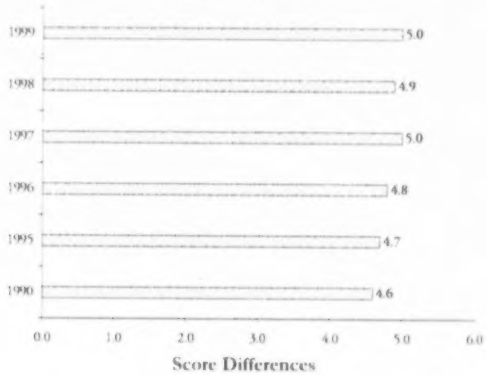
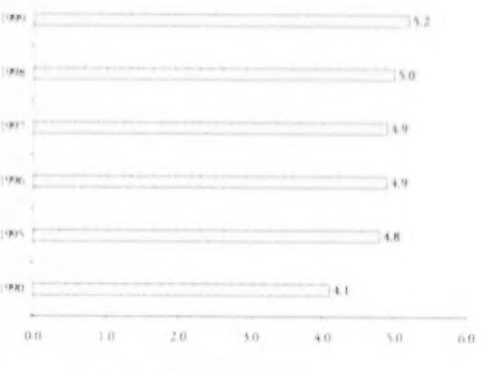
FIGURE 40

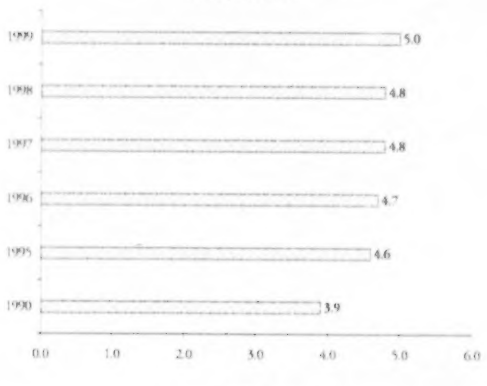
TRENDS IN DIFFERENCES BETWEEN WHITE AND MEXICAN AMERICAN/CHICANO STUDENTS' AVERAGE ACT SCORES: 1990, 1995-1999

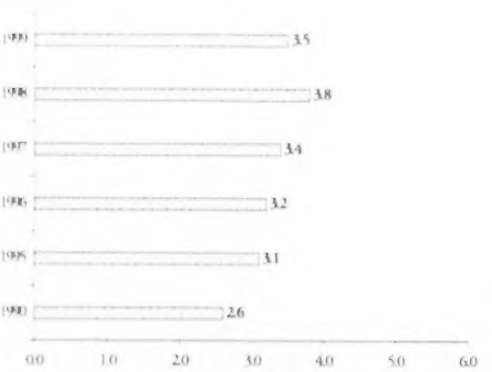
	GCS	NATION
COMPOSITE SCORES	Differences between GCS White and GCS Mexican American/Chicano Students' Average ACT Composite Scores: 1990, 1995-99	Differences between Nations' White and GCS Mexican American/Chicano Students' Average ACT Composite Scores: 1990, 1995-99
ENGLISH SCORES	Differences between GCS White and GCS Mexican American/Chicano Students' Average ACT English Scores: 1990, 1995-99	Differences between Nations' White and GCS Mexican American/Chicano Students' Average ACT English Scores: 1990, 1995-99
MATH SCORES	Differences between GCS White and GCS Mexican American/Chicano Students' Average ACT Math Scores: 1990, 1995-99	Differences between Nations' White and GCS Mexican American/Chicano Students' Average ACT Math Scores: 1990, 1995-99

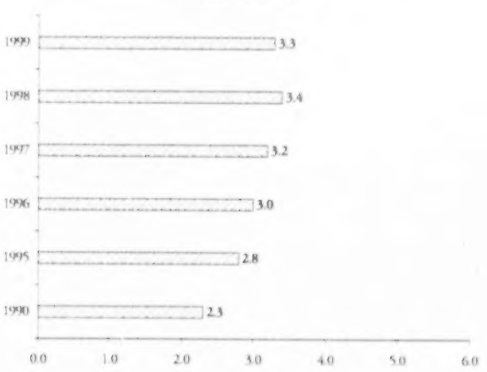












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H. ACT Content and Composite Scores by Gender and Race/Ethnicity

- GCS females scored higher on ACT English (18.4) and Reading (19.3) in 1999 than did GCS males (17.7 and 18.9, respectively). *(Figures 41 and 42)*
- ACT English and Science Reasoning scores for GCS males and females declined between 1990 and 1999; increased in Math; and remained the same in Reading. *(Figures 41-44)*
- The achievement gap between males and females on ACT English (0.7) and Reading (0.4) in the GCS was similar to the gap between males and females nationally (0.9 and 0.5, respectively). *(Figures 41 and 42)*
- GCS males scored higher on ACT Math (19.6) and Science Reasoning (19.4) in 1999 than did GCS females (18.6 and 18.7, respectively). *(Figures 43 and 44)*
- The achievement gap between males and females on ACT Math (1.0) and Science Reasoning (0.7) in the GCS was similar to the gap between males and females nationally (1.2 and 0.9, respectively). *(Figures 43 and 44)*
- The ACT Math achievement gap between males and females in the GCS narrowed from 1.4 points in 1990 to 1.0 point in 1999. *(Figure 43)*
- The ACT composite scores of African American females nationally and in the GCS increased between 1990 and 1999, but did not change appreciably in either setting among African American males. *(Figure 48)*
- The ACT composite scores of White males and females in the GCS increased between 1990 and 1999. *(Figures 45 and 47)*
- The ACT composite score gap between White and African American males increased slightly nationally and in the GCS between 1990 and 1999. *(Figures 45 and 46)*
- The ACT composite score gap between White and African American females increased slightly nationally and in the GCS between 1990 and 1999. *(Figures 45 and 46)*

FIGURE 41
AVERAGE ACT ENGLISH SCORES BY GENDER
GCS AND NATION: 1990, 1995-1999

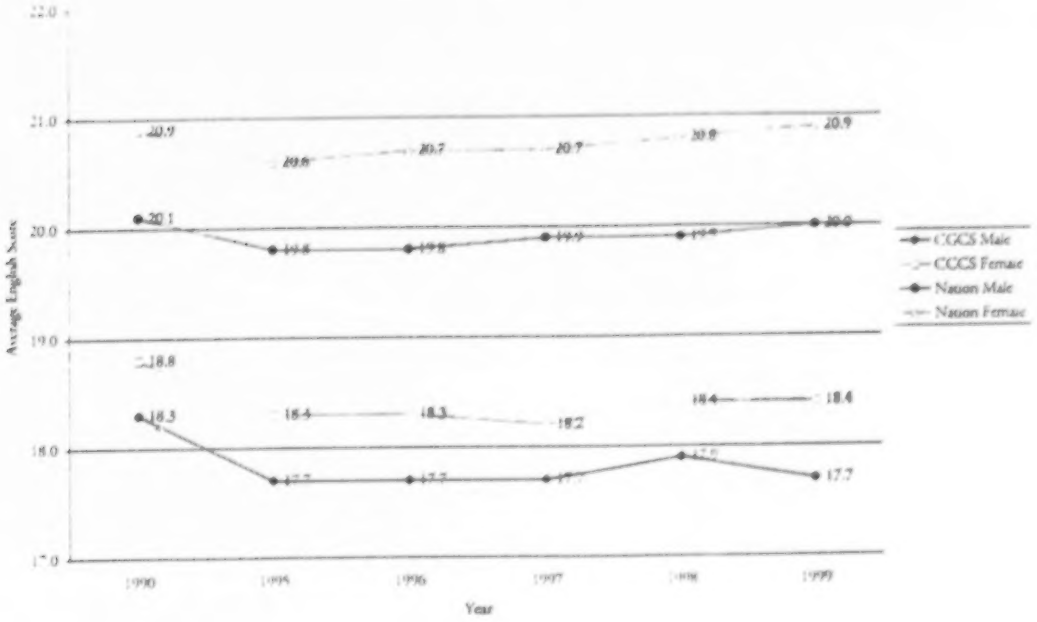

FIGURE 42
AVERAGE ACT READING SCORES BY GENDER
GCS AND NATION: 1995-1999

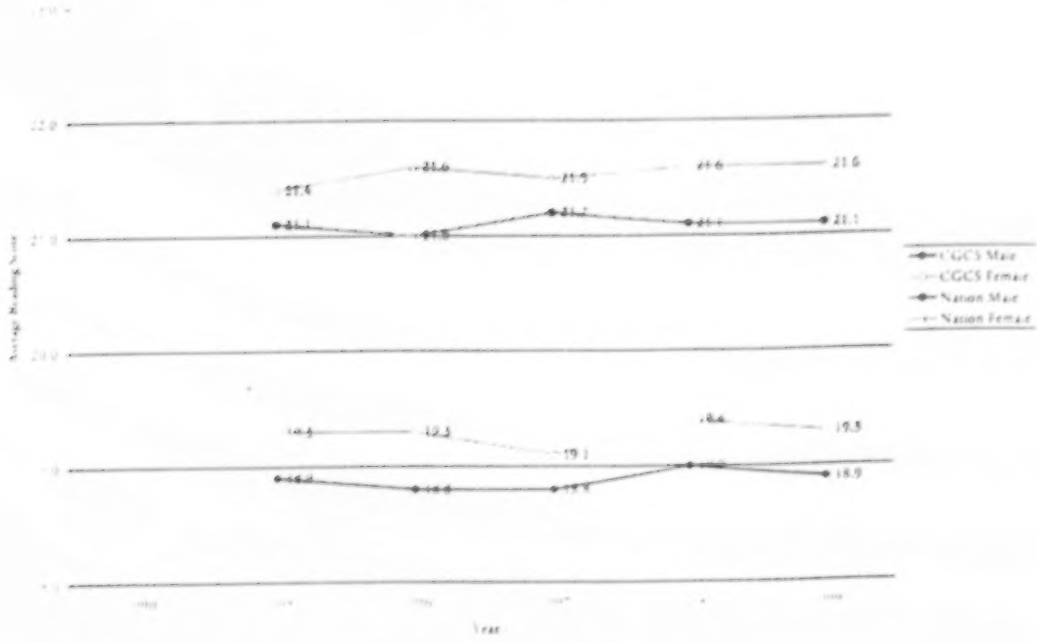

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FIGURE 43
AVERAGE ACT MATH SCORES BY GENDER
GCS AND NATION: 1990, 1995-1999

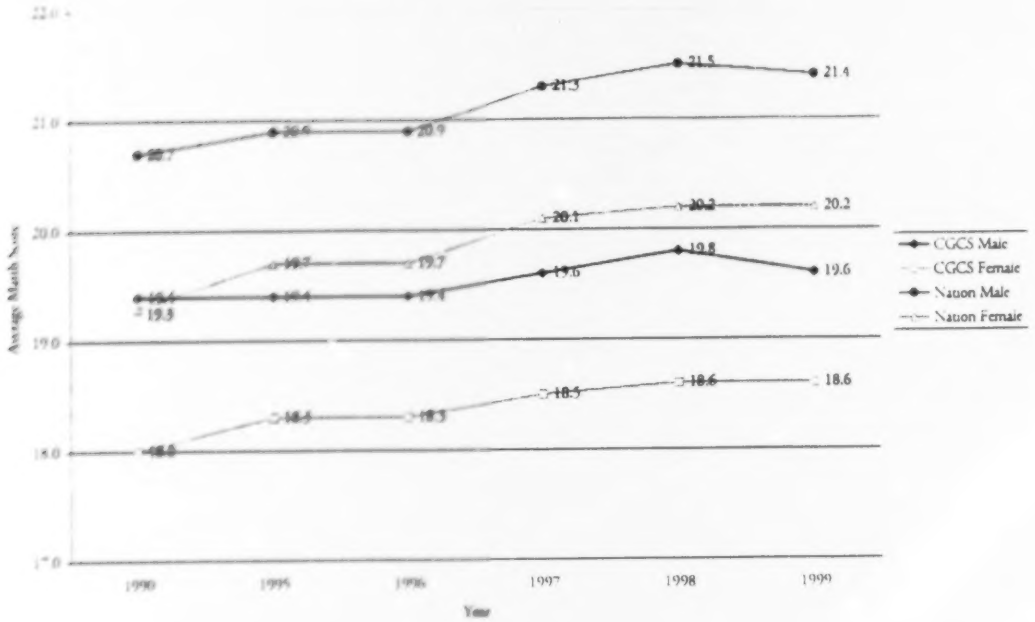

FIGURE 44
AVERAGE ACT SCIENCE REASONING SCORES BY GENDER
GCS AND NATION: 1995-1999

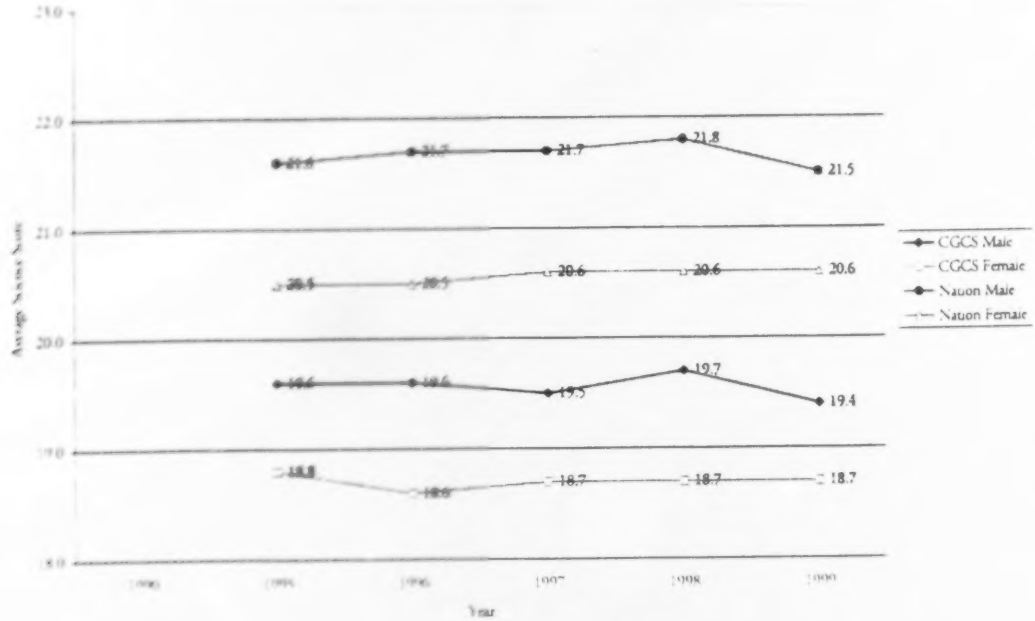

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FIGURE 45
AVERAGE ACT COMPOSITE SCORES FOR MALES BY RACE/ETHNICITY
GCS: 1990, 1995-1999

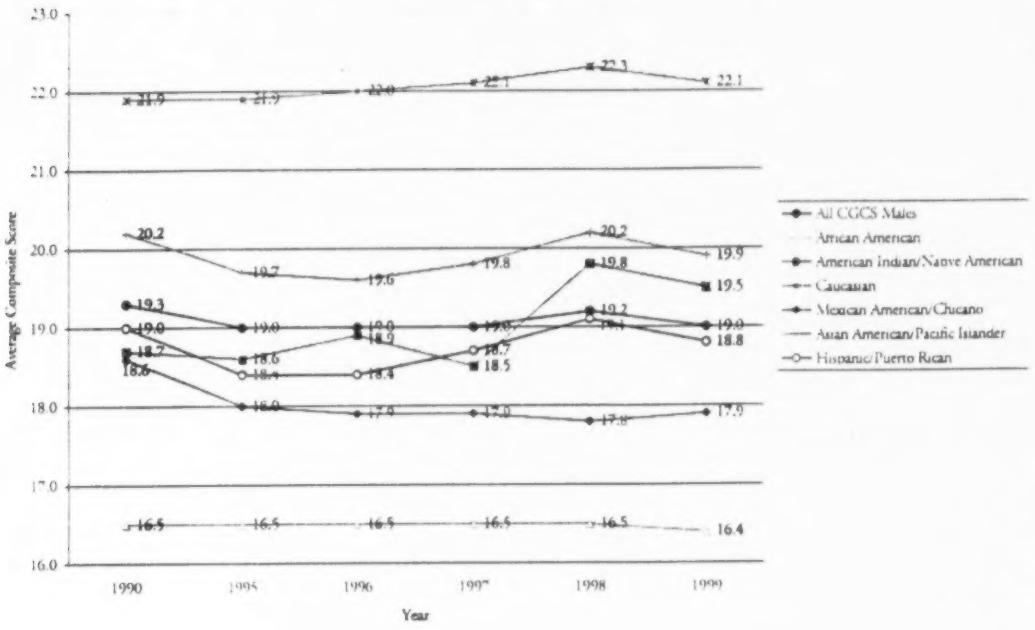

FIGURE 46
AVERAGE ACT COMPOSITE SCORES FOR MALES BY RACE/ETHNICITY
NATION: 1990, 1995-1999

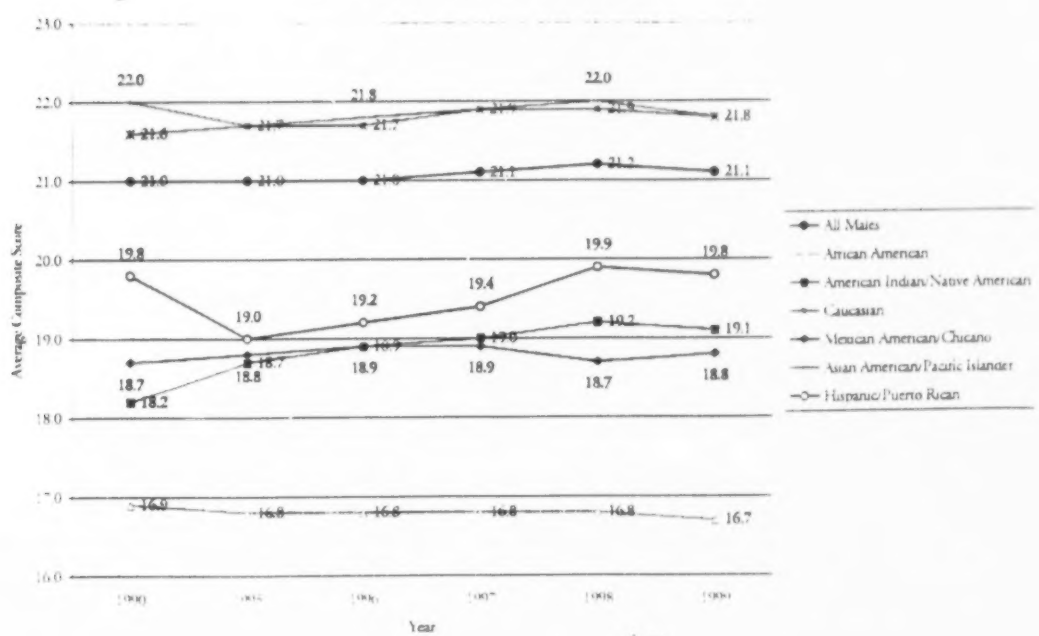

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FIGURE 47
AVERAGE ACT COMPOSITE SCORES FOR FEMALES BY RACE/ETHNICITY
GCS: 1990, 1995-1999

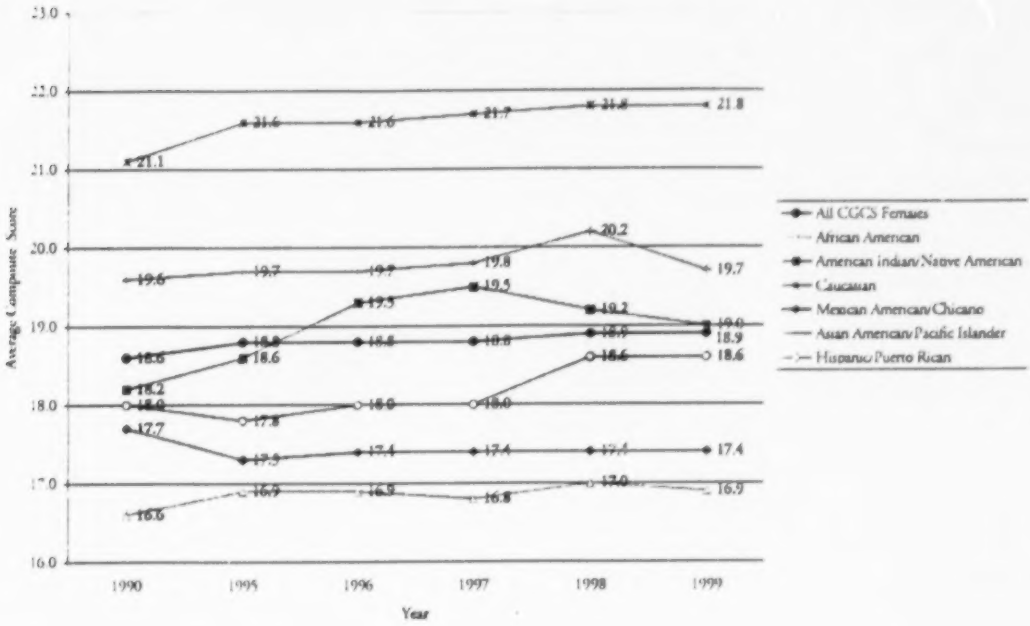
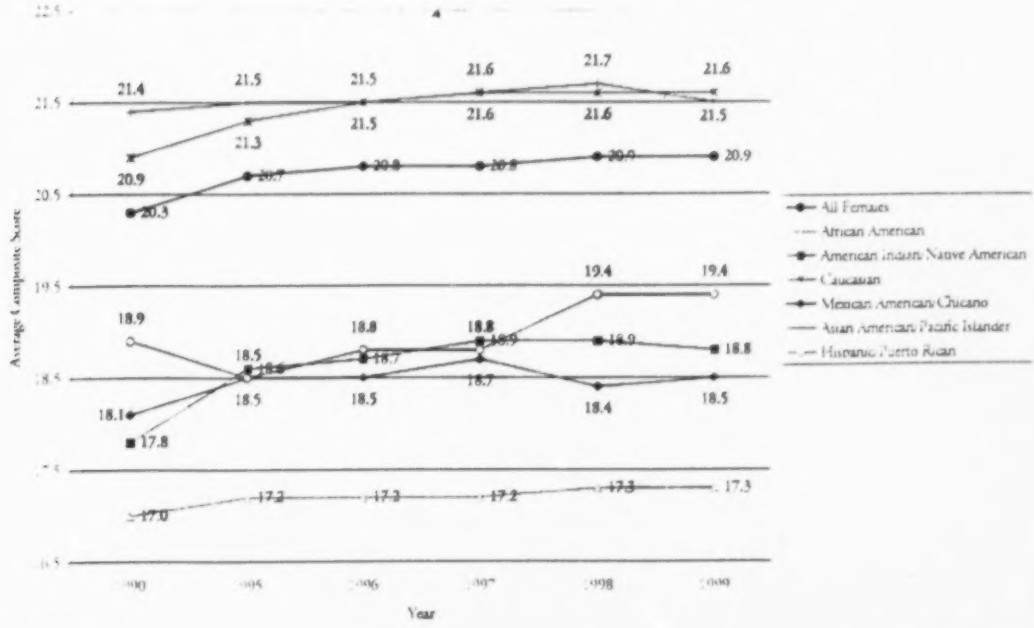


FIGURE 48
AVERAGE ACT COMPOSITE SCORES FOR FEMALES BY RACE/ETHNICITY
NATION: 1990, 1995-1999



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I. Most Improved GCS Districts on the ACT: 1990-1999

- The New York City Public Schools improved more than any other GCS district between 1990 and 1999 on average ACT composite scores (1.7 points), English (1.3 points), and Math (2.5 points). *(Figures 49-53)*
- The Oakland Public Schools improved more than any other GCS district on average ACT Reading (1.1 points) and Science Reasoning (1.0) scores. *(Figures 49-53)*
- The New York City Public Schools also posted the second highest gains on average ACT Reading and Science Reasoning. *(Figures 49-53)*
- The five fastest improving GCS districts between 1990 and 1999 on ACT composite scores were New York City, Pittsburgh, Mesa, St. Louis, and Anchorage. *(Figure 49)*
- The five fastest improving GCS districts between 1990 and 1999 on ACT English scores were New York City, Minneapolis, Pittsburgh, Anchorage, and St. Louis. *(Figure 50)*
- The five fastest improving GCS districts between 1995 and 1999 on ACT Reading were Oakland, New York City, Pittsburgh, Portland, and Chicago. *(Figure 51)*
- The five fastest improving GCS districts between 1990 and 1999 on ACT Math were New York City, Mesa, Anchorage, Pittsburgh, and Portland. *(Figure 52)*
- The five fastest improving GCS districts between 1995 and 1999 on ACT Science Reasoning were Oakland, New York City, Pittsburgh, San Diego, and St. Louis. *(Figure 53)*
- The highest average GCS scores improved between 1990 and 1999 in ACT English, Math, and Composite. (*Figure 54)*

FIGURE 49
MOST IMPROVED AVERAGE ACT COMPOSITE SCORES BY GCS DISTRICT: 1990-1999

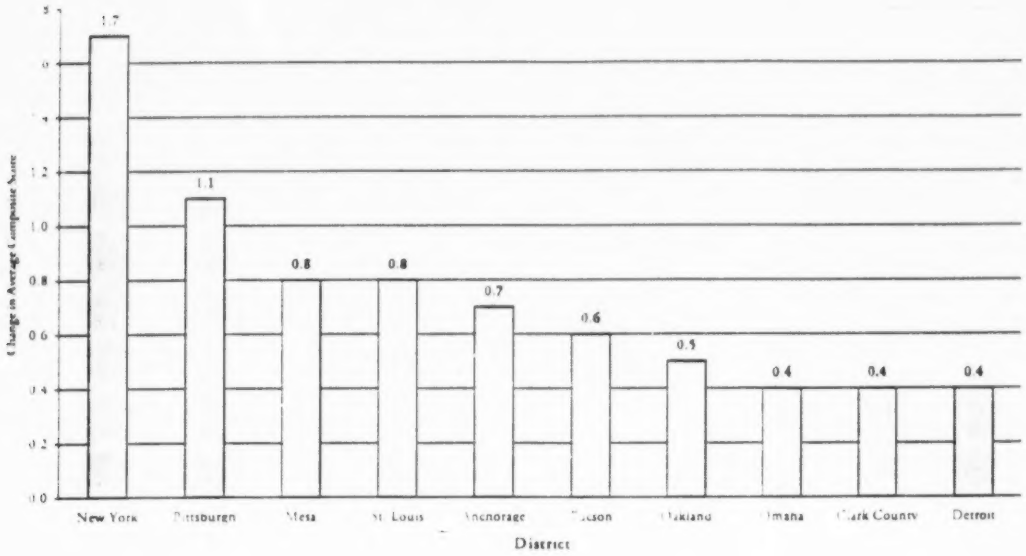

FIGURE 50
MOST IMPROVED AVERAGE ACT ENGLISH SCORES BY GCS DISTRICT: 1990-1999

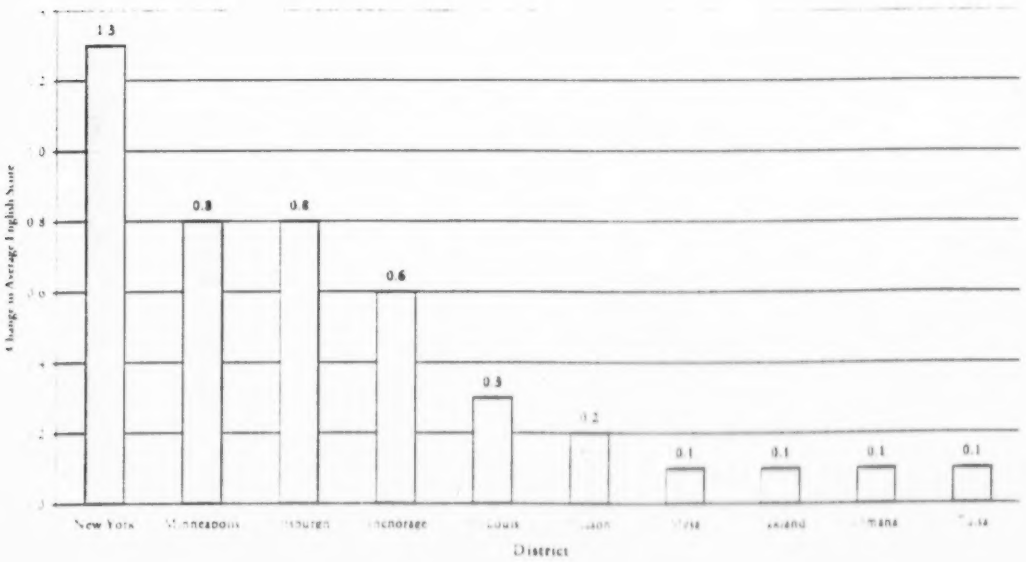

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FIGURE 51
MOST IMPROVED AVERAGE ACT READING SCORES BY GCS DISTRICT: 1995-1999

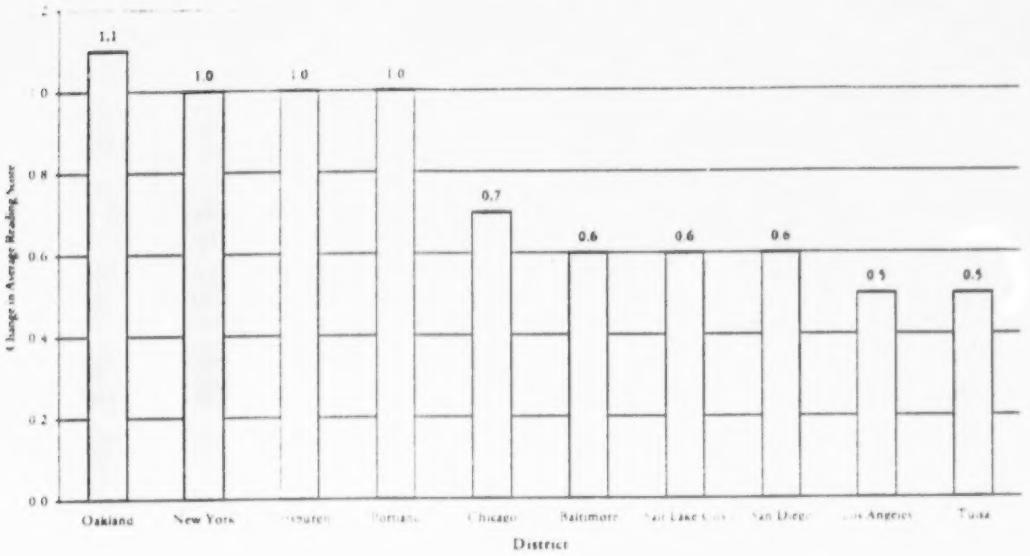

FIGURE 52
MOST IMPROVED AVERAGE ACT MATH SCORES BY GCS DISTRICT: 1990-1999

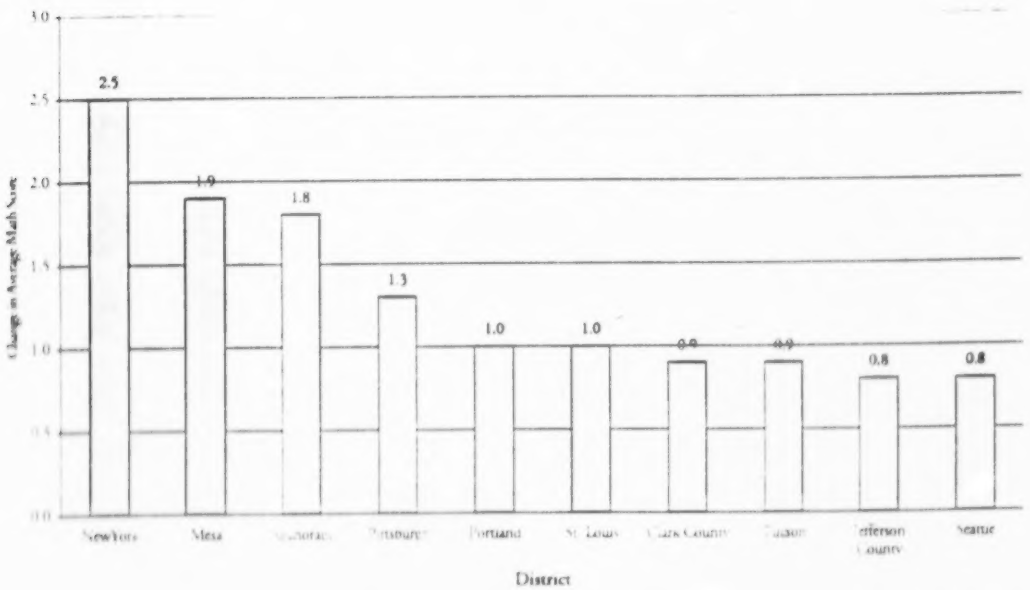

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FIGURE 53
MOST IMPROVED AVERAGE ACT SCIENCE REASONING SCORES BY GCS DISTRICT: 1995-1999

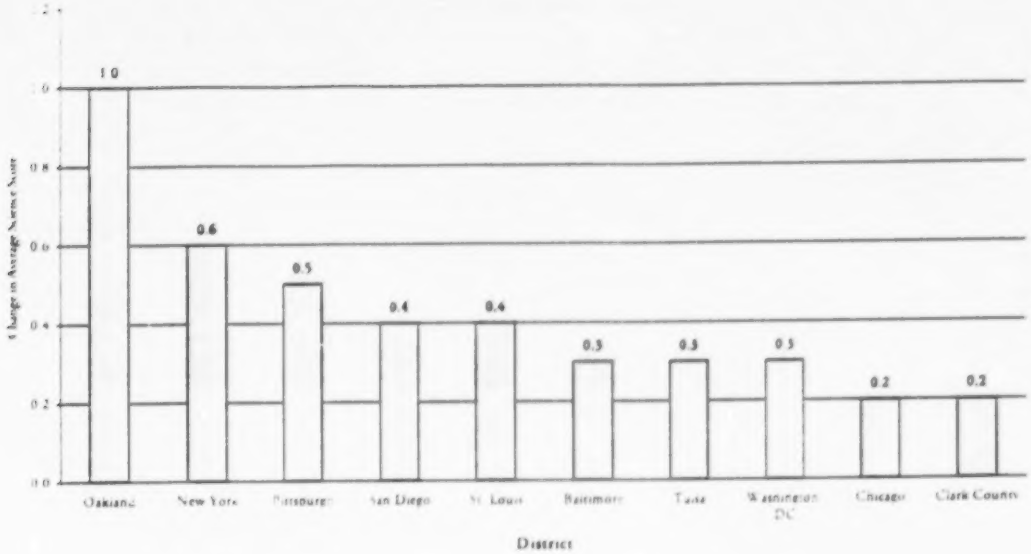

FIGURE 54
AVERAGE GCS DISTRICT ACT SCORES BY LOWEST AND HIGHEST SCORING DISTRICT AND BY CONTENT AREA: 1990 & 1999

	Highest		Lowest		GCS Average		National Average	
	1990	**1999**	**1990**	**1999**	**1990**	**1999**	**1990**	**1999**
English	22.4	22.5	15.5	14.2	18.6	18.2	20.5	20.5
Math	23.6	24.4	16.0	16.5	18.6	19.0	19.9	20.7
Reading*	24.5	24.1	15.2	15.4	19.1	19.1	21.3	21.4
Science Reasoning*	23.5	22.6	16.1	16.1	19.1	19.0	21.0	21.0
Composite	22.6	23.4	16.3	15.7	18.9	18.9	20.6	21.0

* Reading and Science Reasoning test were not offered in 1990; data are for 1995, the first year available.

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Appendix A

Definition of "Core" and "Less Than Core" Academic Preparation

DEFINITION OF "CORE" AND "LESS THAN CORE" ACADEMIC PREPARATION

Adequate high school course preparation, or "core" academic preparation, is defined as the courses in each content area that many college admissions officers use to determine proper academic preparation for an incoming college freshman. Those courses include:

- English (four years or more): One year credit each for English 9, English 10, English 11, and English 12.
- Mathematics (three years or more): One year credit each for Algebra I, Algebra II, and Geometry. One-half year credit each for Trigonometry, Calculus (not Pre-Calculus), other mathematics courses beyond Algebra II, and Computer Mathematics/Computer Science.
- Social Studies (three years or more): One year credit each for American History, World History, and American Government; half-year credit each for Economics, Geography, Psychology, and other history (European, State, etc.).
- Science Reasoning (three years or more): One year credit each for General/Physical/Earth Science, Biology, Chemistry, and Physics.

A "less than core" academic program is defined as any high school program consisting of fewer than those courses included in the core curriculum listed above.

APPENDIX B

NUMBER OF STUDENTS TESTED BY GCS DISTRICT
1990, 1995-1999

NUMBER OF STUDENTS TESTS BY GCS DISTRICT: 1990, 1995-1999*

School District	1990	1995	1996	1997	1998	1999
Anchorage	417	690	681	606	601	652
Atlanta	230	452	370	309	247	306
Baltimore	20	285	245	216	180	172
Birmingham	1,045	1,169	1,046	1,023	957	1,004
Boston	5	104	219	144	72	69
Broward County	1,991	2,626	2,673	2,963	3,075	3,074
Buffalo	80	85	55	62	58	22
Charlotte-Mecklenberg	65	354	381	465	430	486
Chicago	9,231	8,982	8,761	9,326	8,815	8,219
Clark County	2,031	2,573	2,428	2,478	2,364	2,382
Cleveland	983	747	646	732	776	876
Columbus	1,243	1,174	1,070	1,206	1,067	1,206
Dallas	500	927	861	766	647	761
Dayton	350	337	350	353	325	332
Denver	1,350	1,281	1,101	1,287	1,128	1,220
Des Moines	835	859	853	842	803	732
Detroit	3,151	3,414	3,409	3,416	3,434	3,535
El Paso	448	597	511	683	604	609
Fort Worth	389	433	435	376	368	444
Fresno	164	450	411	470	410	418
Houston	847	1,122	868	946	915	989
Indianapolis	89	232	196	364	388	291
Jefferson County	3,138	3,301	3,318	3,358	3,231	3,299
Long Beach	239	368	367	355	324	351
Los Angeles	1,312	4,095	3,877	3,858	3,742	3,747
Memphis	3,134	3,029	3,945	4,100	3,754	3,757
Mesa	878	993	872	936	819	771
Miami-Dade County	2,826	3,529	3,868	4,094	3,870	4,304
Milwaukee	1,412	1,480	1,320	1,422	1,367	1,397
Minneapolis	724	839	877	978	886	983
Nashville	1,815	1,848	2,198	2,387	2,257	2,420

*The number of students taking the ACT Assessment varies widely from city to city. In some districts, the SAT is the college admissions examination taken by the majority of graduating seniors. Districts with fewer than 100 test-takers were not included in the calculations for the most improved districts by subject.

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NUMBER OF STUDENTS TESTED BY GCS DISTRICT: 1990, 1995-1999* (CONTINUED)

School District	1990	1995	1996	1997	1998	1999
New Orleans	1,970	2,166	2,109	2,297	2,093	2,151
New York City	1,097	880	1,099	1,204	1,202	1,102
Newark	2	2	9	3	6	13
Norfolk	9	14	20	45	48	56
Oakland	93	356	312	353	310	286
Oklahoma City	554	562	524	560	540	572
Omaha	1,298	1,313	1,210	1,309	1,310	1,341
Orange County	102	87	82	72	63	68
Philadelphia	26	539	484	466	319	269
Pittsburgh	512	715	593	759	712	847
Portland	124	253	182	303	202	131
Providence	3	2	1	2	1	4
Richmond	13	77	46	82	46	69
Rochester	87	119	65	62	96	65
Sacramento	100	332	292	346	280	299
Salt Lake City	742	821	767	820	734	750
San Antonio	842	734	713	811	789	775
San Diego	311	675	588	674	620	607
San Francisco	106	309	350	257	314	384
Seattle	92	244	234	205	201	212
St. Louis	408	407	403	434	440	508
St. Paul	635	776	805	879	899	1,073
Toledo	670	659	632	615	621	612
Tucson	796	619	513	455	461	457
Tulsa	1,201	1,026	992	1,027	969	936
Washington, D.C.	18	128	123	158	188	202
Total CGCS	**52,753**	**62,190**	**61,360**	**64,719**	**61,378**	**62,617**

*The number of students taking the ACT Assessment varies widely from city to city. In some districts, the SAT is the college admissions examination taken by the majority of graduating seniors. Districts with fewer than 100 test-takers were not included in the calculations on the most improved districts by subject.

Appendix C

Primary Test for College Placement by GCS District

PRIMARY TEST FOR COLLEGE ADMISSION BY GCS DISTRICT

School District	Primary Test
Anchorage	NA
Atlanta	SAT
Baltimore	SAT
Birmingham	ACT
Boston	SAT
Broward County	SAT
Buffalo	SAT
Charlotte-Mecklenberg	SAT
Chicago	ACT
Clark County	NA
Cleveland	ACT
Columbus	ACT
Dallas	SAT
Dayton	SAT
Denver	ACT
Des Moines	NA
Detroit	ACT
El Paso	SAT
Fort Worth	SAT
Fresno	SAT
Houston	SAT
Indianapolis	NA
Jefferson County	ACT
Long Beach	SAT
Los Angeles	SAT
Memphis	ACT
Mesa	NA
Miami-Dade County	SAT
Milwaukee	ACT

School District	Primary Test
Minneapolis	ACT
Nashville	ACT
New Orleans	ACT
New York City	SAT
Newark	SAT
Norfolk	SAT
Oakland	NA
Oklahoma City	ACT
Omaha	ACT
Orange County	NA
Philadelphia	SAT
Pittsburgh	SAT
Portland	SAT
Providence	SAT
Richmond	SAT
Rochester	SAT
Sacramento	NA
Salt Lake City	NA
San Antonio	ACT
San Diego	SAT
San Francisco	SAT
Seattle	SAT
St. Louis	ACT
St. Paul	ACT
Toledo	ACT
Tucson	SAT
Tulsa	NA
Washington, D.C.	SAT

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About the Organizations

The Council of the Great City Schools (CGCS) is the only independent organization in the nation whose sole purpose is improving urban public education. Composed of 56 of the nation's largest city public school districts, the Council promotes urban education and is an advocate for urban students through legislation, research, and media relations. The organization also provides forums for school districts to share common problems and solutions, exchange information, and address new challenges.

ACT, INC. is an independent, not-for-profit organization dedicated to providing information to individuals of all ages to help them make successful educational and career transitions. The ACT Assessment Program is a college admissions, placement, and guidance program taken over 1.7 million times annually. It includes four tests: English, mathematics, reading, and science reasoning. ACT has a special interest in ensuring that test score data are accurately reported and used in a manner that is useful to school districts, and provides similar assessment data to state, districts, and schools that have student participation in the ACT assessment program.